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ABSTRACT

This publication presents performance data and the concomitant standards of performance that form the basis of school improvement in Maryland. The Data-Based Areas section of this report describes essential tools for measuring how well schools, school systems, and the state are preparing every student for higher education and successful careers and how they are educating every student. The areas are divided into student-performance factors and supporting information. Student-performance areas include: (1) assessed knowledge on the Maryland Functional Testing Program and the Maryland School Performance Assessment Program; (2) the student's participation in education, which includes attendance and dropout data; and (3) student attainment. Supporting information includes population and financial data. Maryland standards for excellent and satisfactory performance are also defined, and their fulfillment is documented as part of the review of each system. Information is provided in statewide summary tables and in individual tables for the 24 school systems. Thirty tables present the data-based areas for the state and school systems. (SLD)

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MARYLAND SCHOOL PERFORMANCE REPORT, 1993
State and School Systems

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Foreword

This publication, *Maryland School Performance Report, 1993: State and School Systems*, presents performance data and the concomitant standards of performance that form the basis of school improvement in Maryland. It provides a rich resource for parents, community members, students, and anyone interested in education to examine achievement in their school systems and to join in the process of meaningful school improvement.

This report reflects an accountability system that is central to the Maryland School Performance Program (MSPP) and that is designed to move our State toward high quality education for all of its children. MSPP is founded on three fundamental premises that evolved from the Governor's Commission on School Performance:

- All children can learn.
- All children have the right to attend schools in which they can progress and learn.
- All children shall have a real opportunity to learn equally rigorous content.

Central to this year's report is the inclusion of Maryland School Performance Assessment (MSPAP) data, along with proposed standards for satisfactory and excellent performance in mathematics, science, reading, and social studies in grades three, five, and eight. These proposed standards represent the kind of performance we should expect of our schools as we prepare students for lives in the next century.

Changes in instruction that are now taking place in classrooms around the State are the key to achieving these very demanding but attainable standards. Because these standards are forward-looking, we should not be discouraged that the data in this 1993 report show that we have a long way to go before we achieve our vision of excellence.

Thank you for taking the time to look through the 1993 *Maryland School Performance Report*. Your interest and active involvement in school improvement are essential if Maryland is to reach its goal of a successful educational experience for each and every child.

Nancy S. Grasmick, *State Superintendent of Schools*
November 1993

MARYLAND SCHOOL PERFORMANCE REPORT, 1993
STATE AND SCHOOL SYSTEMS

The Maryland State Board of Education approved the Maryland School Performance Data-Based Areas on April 25, 1990 (Resolution Number 1990-5), the Standards for the Data-Based Areas on August 29, 1990 (Resolution Number 1990-30), and additional Standards on July 31, 1991 (Resolution Number 1991-17).

The first annual *Maryland School Performance Report, 1990-State and School Systems*, was published in November 1990 and presented only a portion of the identified data on student performance for the State and local systems. Since November 1991, the annual report has been published in two sections:

1) The *Maryland School Performance Report, State and School Systems*, is published by the Maryland State Department of Education. This section includes State summary and disaggregated data and summary data for each school system in the State.
2) The *Maryland School Performance Report, School System and Schools*, is published by each local school system. This section includes summary and disaggregated data for the system and for each school in the system.

In addition to the areas listed in this booklet, several local school systems have added local Data-Based Areas. These data are published in local reports.

Data-Based Areas are essential tools for measuring how well schools, school systems, and the State are preparing every student for higher education and successful careers, and how well they are educating every student. Data-Based Areas provide information about student performance and are useful to guide decision making for school improvement. They also provide information about factors considered to influence school performance. The Data-Based Areas have been divided into two parts: (1) STUDENT PERFORMANCE and (2) SUPPORTING INFORMATION.

WHY WERE THESE DATA-BASED AREAS CHOSEN?

The Data-Based Areas for STUDENT PERFORMANCE were chosen for statewide reporting because they:

- are able to be influenced by the school
- are comparably defined across the State
- are essential for student and school performance improvement
- are useful for instructional improvement decisions
- can be evaluated according to statewide standards of satisfactory and excellent.

The Data-Based Areas for SUPPORTING INFORMATION were chosen because they help describe school, school system, and State characteristics. School populations differ greatly in Maryland. Supporting Information Data-Based Areas describe the differences. The Maryland School Performance Program wants each school to offer an excellent educational program to its particular students. Thus, each school will be judged against its own growth from year to year, not against the growth of another school. Standards are not set for this information; however, school descriptions and/or characteristics will be reported.

DATA-BASED AREAS REPORTED IN THIS BOOKLET

A. Student Performance

1. Assessed Knowledge

a. Maryland Functional Testing Program

- Achieving basic competencies in the areas of reading, mathematics, writing, and citizenship are requirements for graduation from high school in Maryland. Functional tests assess whether each student attains basic competencies that are closely aligned to the instructional program.

Functional test results are reported as:

1). Grade 9 Status--The number of ninth grade students taking, the number absent, the number exempted, and the percent passing each of the tests by the end of the school year. (Results are reported for the citizenship test at the end of grade 10 for Frederick, Howard, Montgomery, and Washington County systems.)

2). Grade 11 Status--The number of eleventh grade students refusing to take the test, the number exempt, and the percent passing each of the tests and all four tests by the end of the school year.

b. Maryland School Performance Assessment Program (MSPAP)

- Performance based assessments in reading, mathematics, science and social studies and the proposed standards represent high expectations for school performance. Students are required to apply knowledge in and across content areas as they demonstrate their understanding of authentic reading selections and develop extended written responses to prompts. Students work individually and in groups to solve multi-step mathematics problems.

conduct hands-on science investigations, and demonstrate understanding of social studies concepts. MSPAP test results are reported at grades 3, 5, and 8.

Results are reported as the number of students tested, the number absent or excused from the test, and the number not reported. (The number not reported includes exemptions for special education, limited English proficiency, and second semester transfer students.) Results are reported as the percent of students scoring at the satisfactory level and the percent scoring at the excellent level for grades 3, 5, and 8 in reading, mathematics, social studies, and science.

Spring 1992 MSPAP results are reported in this booklet. Spring 1993 results will be released in January, 1994.

2. Student Participation

a. Attendance

1. Yearly Rate

- Attendance rates are reported as the percent of students present in school for at least half of the day on an average school day during the September to June school year. They are reported for elementary (Grades 1 through 6) and secondary (Grades 7 through 12) students.

2. Students absent fewer than 5 and more than 20 days.

- These rates are reported as the percent of students absent from school fewer than 5 and more than 20 days during the September to June school year. Only students in membership 91 days or more during the school year are included in this count.

b. Dropout Rate (Yearly)

- The dropout rate is reported as the percent of students in Grades 9 through 12 who withdrew from school before graduation or before completing a Maryland approved educational program during the July through June academic year.

3. Student Attainment

a. Promotion Rate (Yearly)

- Promotion rate is reported as the percent of students who were advanced to a higher grade or instructional level at the end of the school year in Grades 1 through 6, including ungraded special education students under 12 years of age, in each school system.

b. High School Program Completion

- High school program completion is reported as the number and percent of 1993 graduates who have completed minimum course requirements that would qualify them for admission to the University of Maryland System, the number and percent who have completed an approved occupational program, and the number and percent who have completed both university and occupational requirements.

4. Post-Secondary Decisions

- Post-secondary decisions are reported as the number and percent of 1993 graduates who have indicated they plan to attend a two or four year college, attend a specialized school or pursue specialized training, enter employment related or unrelated to their high school program, enter the military, and enter full or part-time employment and school. Students indicate their decisions via a pre-graduation survey form.

B. Supporting Information

1. Student Population Characteristics--Enrollment and Mobility

a. Enrollment is the number of students in membership in grades pre-kindergarten through 12, including ungraded special education, on September 30, 1992, in each school system.

b. Mobility is reported as entrants, the number and percent of students who transferred into or within a system, and withdrawals, the number and percent of students who transferred to other schools in the system, to other systems, or who dropped out of school during the school year. Mobility is reported as a percentage of the system's average daily membership.

2. First Graders with Kindergarten Experience

- First graders with kindergarten experience is reported as the number and percent of first graders who attended a public or non-public kindergarten prior to entry into the first grade.

3. Students Receiving Special Services

- Information in this area is reported as the number and percent of students who received the following special services in each school system.

  a. Special Education-Handicapped students who had current Individualized Education Programs (IEPs) and who were being served by the system, as of December 1992. The information is reported both as a total and also by the subsets of intensity of service (Intensity 1-5).

  b. Limited English Proficient--Students who have a primary or home language other than standard English used in academic pursuits throughout the United States and who have been assessed as having limited or no age-appropriate ability to understand, speak, read, or write English.

  c. Chapter 1--Students receiving services funded in whole or in part by Chapter I of the Elementary and Secondary Education Act (ESEA) (the Hawkins-Stafford Amendments of 1988). Data are reported for the 1992-93 school year for those public school students in grades pre-kindergarten through 12. Percentages are based on September 30, 1992 enrollment.

  d. Free/Reduced Price Meals--Students whose application for free/reduced price meals met family size and income guidelines of the United States Department of Agriculture as of June 30, 1993.

4. Other Factors

  a. Financial Information

    - Wealth per pupil provides an indication of potential resources for each local system. It is the taxable wealth in relation to the September 30, 1992 enrollment of a school system.

    - Per pupil expenditure is the average cost of providing education to each student in a public school in each local school system.

  b. Staffing per 1,000 students as of October 30, 1992.

    - Instructional Staff--Staff members who perform professional activities related to teaching students. Included are

classroom, resource, home and hospital, television and radio teachers, and reading specialists.

- Professional Support Staff--Staff members who provide auxiliary services either to students or to the instructional program at the school level. Included are librarians, guidance counselors, school psychologists, therapists, principals, assistant principals, and administrative assistants.

- Instructional Assistants--Staff members assigned to assist a teacher with routine activities such as monitoring students, conducting rote exercises, operating equipment, and performing clerical duties. Included are regular program, special education, Chapter I, and library assistants.

c. Instructional Time

- Length of School Year--The number of days that school was open and students were expected to attend.

- Average Length of School Day--The average number of student hours to the nearest quarter hour between the first and final bell during a full school day.

d. Norm-Referenced Assessment-Comprehensive Tests of Basic Skills (CTBS/4)

- The number of students in grade 3, grade 5, and grade 8 who have taken the Comprehensive Tests of Basic Skills and their system-wide median national percentile ranks in reading, language arts, and mathematics. Some school systems test all students (census) and some test only a portion of students (sample).

STANDARDS

The State Board of Education approved the original standards for data reported in the area of STUDENT PERFORMANCE. The challenge will be to reach these standards within five years from the time they were set. Standards are measures of performance against which those data will be judged. Standards were not set for data reported in the area of SUPPORTING INFORMATION.

Standards will:

- help schools, school systems, and the State examine critical aspects of their programs
- help assure that all students receive quality instruction
- help schools, school systems, and the State to be accountable for quality instruction
- guide school, school system, and State efforts toward school improvement.

The satisfactory and excellent standards are high standards. Many systems, in the 1990 baseline year of the report, did not achieve either a satisfactory or an excellent rating in Data-Based Areas because (1) the standards were new and (2) systems may have been focusing their efforts in other areas. We expect systems to make progress toward the achievement of standards and to reach them within five years. This report, November 1993, contains data from the baseline year, the previous year (1992, where applicable), and current data. Many systems have already made large strides toward meeting the standards.

WHAT ARE THE STANDARDS AND HOW ARE THEY DEFINED?

Excellent Performance--Excellent Performance is a highly challenging and clearly exemplary level of achievement, indicating outstanding accomplishment in meeting the needs of students.

Satisfactory Performance --Satisfactory Performance is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students. Standards that have been set for the student performance data areas are:

State Data-Based Areas Variable	**Standards** Excellent	Satisfactory
Functional Tests		
Grade 9 Status of:		
• Maryland Functional Reading Test	97%	95%
• Maryland Functional Mathematics Test	90%	80%
• Maryland Writing Test	96%	90%
• Maryland Citizenship Test	92%	85%
Grade 11 Status of:		
• Maryland Functional Reading Test	99%	97%
• Maryland Functional Mathematics Test	99%	97%
• Maryland Writing Test	99%	97%
• Maryland Citizenship Test	99%	97%
• All Tests	96%	90%
Attendance Rate (Yearly)		
• Grades 1-6	96%	94%
• Grades 7-12	96%	94%
Promotion Rate - Grades 1-6 (Yearly)	98%	96%
Dropout Rate - Grades 9-12 (Yearly)	1.25%	3%

State Data-Based Areas Variable	Standards Excellent	 Satisfactory
	(PROPOSED STANDARDS)	
Maryland School Performance Assessment Program (MSPAP) Grades 3, 5, and 8		
• Reading	25%	70%
• Mathematics	25%	70%
• Social Studies	25%	70%
• Science	25%	70%

A school meets the excellent standard only when 70% or more of its students achieve at satisfactory or above and 25% or more of those students achieve at the excellent level.

Summary data are reported for each school system and the State; data disaggregated by sex and race/ethnicity are also reported for the State. An indication has been made of excellent, satisfactory, or not met for data areas in STUDENT PERFORMANCE on the report forms. For reporting categories with fewer than 20 students, the actual counts are replaced by *'s to insure confidentiality.

DISAGGREGATED DATA

State data are disaggregated by sex and race/ethnicity for all Student Performance data-based areas if 20 or more students are included in a race/ethnicity category. The categories are: American Indian/Alaskan Native; Asian/Pacific Islander; African American; White (not of Hispanic origin); and Hispanic. School system data are not disaggregated in the State/System report.

USE AND VERIFICATION OF DATA

Data provide a snapshot picture of each school system and the State. Schools, school systems, and the State will use the data to make instructional improvement decisions; to improve school, school system, and State performance; and to measure improvement from year to year. The picture is complete only when all information is considered. It is the sum of the parts that becomes valuable for school improvement decision making.

School system data contained in this report were submitted to the Maryland State Department of Education by local school systems. Local superintendents agreed with data reconciliation reached by local system and State Department of Education personnel. In cases where differences of more than five percent occurred between 1992 and 1993 data, additional procedures were used to verify accuracy. State data are an aggregation of local system data.

CTBS/4 data were submitted by CTB Macmillan/McGraw-Hill, publisher of CTBS/4. CTBS/4 data are reported for local systems by dates of local test administration.

MARYLAND

Maryland, with a population of 4,800,000, ranks forty-second in size and nineteenth in population among the fifty states. The State Department of Education is housed in Baltimore. There are twenty-four local school systems and 1,270 public schools.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	51,897	1,224	912	97.4	✔		
Mathematics	90	80	52,144	1,032	850	79.2			✔
Writing	96	90	49,981	2,722	988	93.5		✔	
Citizenship	92	85	50,733	1,494	853	83.8			✔

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.4	99.3	0	593	99.6	✔		
Mathematics	99	97	96.5	96.2	*	601	96.2			✔
Writing	99	97	97.7	97.8	*	876	98.6		✔	
Citizenship	99	97	96.3	95.6	*	546	96.3			✔
Passed All Tests	96	90	93.1	92.4	0	504	93.2		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	51,221	3,975	4,329	2.0	28.6			✔
	Mathematics	25	70	51,617	4,111	3,662	1.5	27.4			✔
	Social Studies	25	70	50,812	4,916	3,665	2.2	33.6			✔
	Science	25	70	50,773	4,955	3,659	1.9	31.9			✔
GRADE 5	Reading	25	70	49,903	3,339	3,697	3.2	25.9			✔
	Mathematics	25	70	50,314	3,410	3,147	5.9	42.9			✔
	Social Studies	25	70	49,578	4,146	3,146	3.4	31.4			✔
	Science	25	70	49,310	4,414	3,135	2.2	34.1			✔
GRADE 8	Reading	25	70	41,940	4,602	2,449	2.1	24.0			✔
	Mathematics	25	70	42,723	4,002	2,238	4.5	34.2			✔
	Social Studies	25	70	42,331	4,394	2,224	2.8	28.7			✔
	Science	25	70	41,284	5,441	2,217	2.9	26.9			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	94.2	94.6	94.8		✔	
Grades 7-12	96	94	90.1	90.9	91.2			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	31.0	30.9
More than 20 days	15.0	14.6

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	6.5	5.2	5.36			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	97.5	98.7	99.1	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	43.5	42.5	18,609	46.0
Approved Occupational Program Requirements	13.6	17.5	6,298	15.6
BOTH - University & Occupational Requirements	2.5	2.4	1,030	2.5

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	40.2	14,723	40.5
Attend a two year college	18.7	6,696	18.4
Attend a specialized school or pursue specialized training	2.9	1,018	2.8
Enter employment (related to high school program)	5.4	1,841	5.1
Enter employment (unrelated to high school program)	8.5	3,040	8.4
Enter the military	3.7	1,516	4.2
Enter full-time employment and school	2.8	1,099	3.0
Enter part-time employment and/or school	12.5	4,475	12.3
Other and no response	5.3	1,939	5.3

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Maryland
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	15,567	16,082
Kindergarten	57,658	59,653
Grades 1 - 6	358,455	363,736
Grades 7 - 12	291,053	299,189
Ungraded Special Education	13,505	13,120
Total Enrollment	736,238	751,780

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	88,533	12.3	85,439	11.7
Withdrawals	90,181	12.5	89,265	12.2

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	11,791	1.6	12,076	1.6
Chapter 1	66,504	9.0	63,167	8.4
Free/Reduced Price Meals	192,171	26.1	212,175	28.2
Special Education	83,984	11.4	87,644	11.7
Intensity I	6,350	7.6	6,725	7.7
Intensity II	29,848	35.5	30,278	34.5
Intensity III	16,290	19.4	17,516	20.0
Intensity IV	21,720	25.9	22,729	25.9
Intensity V	9,776	11.6	10,396	11.9

OTHER FACTORS	1992	1993
Wealth per pupil	$210,777	$219,365
Per pupil expenditure	$5,815	$5,823
Instructional staff per 1,000 pupils	60.7	60.4
Professional support staff per 1,000 pupils	9.1	9.3
Instructional assistants per 1,000 pupils	9.4	9.4
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	179

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	59,275	94.3	60,764	96.1

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Because of sampling in some school systems, State total is adjusted proportionally	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	54.0	58,536	53.0	51.4	58,283	49.0	49.4	58,321	48.0
Grade 5	48.6	57,909	48.2	51.8	57,747	49.1	53.0	57,778	50.2
Grade 8	54.3	52,606	55.2	50.2	51,802	48.8	46.6	51,665	48.8

School Improvement Notes

The State's Student Performance results are aggregates of the twenty-four local school systems' results. Overall, satisfactory standards were met for: Maryland Functional Tests--Grades 9 and 11 in writing and passed all tests, and student attendance in grades 1-6. Excellent standards were met for student promotions and Maryland Functional Tests--Grades 9 and 11 in reading. As a State, we have not yet met the satisfactory standard for: mathematics and citizenship in Grades 9 and 11, student attendance in grades 7-12, and dropouts. While the overall dropout rate increased, the dropout rate decreased in eleven of the twenty-four school systems. Although we are a long way from meeting the demanding MSPAP proposed standards, the State and school systems working together to improve the quality of instruction and the level of education for all students should move us toward our goal of achieving these proposed standards.

ALLEGANY

COUNTY PUBLIC SCHOOLS

Allegany County, with a population of 75,000, is located in the heart of Western Maryland. The Board of Education is housed in Cumberland, the County seat. The twenty-four public schools include thirteen elementary schools, three middle schools, three K-12 schools, one junior/senior high school, three secondary schools, and one center for career and technical education.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	888	*	0	98.1	✔		
Mathematics	90	80	887	*	0	84.9		✔	
Writing	96	90	873	26	0	95.1		✔	
Citizenship	92	85	885	*	0	85.8		✔	

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.7	99.2	0	0	99.6	✔		
Mathematics	99	97	98.0	95.0	0	0	96.5			✔
Writing	99	97	98.5	98.4	0	0	98.7		✔	
Citizenship	99	97	98.1	95.8	0	0	96.0			✔
Passed All Tests	96	90	96.1	92.2	0	0	93.2		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	731	83	*	1.0	20.4			✔
	Mathematics	25	70	754	60	*	0.7	19.0			✔
	Social Studies	25	70	737	77	*	0.7	23.1			✔
	Science	25	70	738	76	*	1.6	25.3			✔
GRADE 5	Reading	25	70	778	59	*	1.3	18.3			✔
	Mathematics	25	70	772	65	*	3.9	34.9			✔
	Social Studies	25	70	763	74	*	1.6	28.0			✔
	Science	25	70	762	75	*	0.8	29.6			✔
GRADE 8	Reading	25	70	781	68	*	1.9	23.0			✔
	Mathematics	25	70	803	51	*	3.5	29.9			✔
	Social Studies	25	70	791	63	*	2.6	28.9			✔
	Science	25	70	780	74	*	1.4	27.3			✔

* Fewer Than 20 Students

** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	96	94	94.8	95.3	95.3		✔	
Grades 7-12	96	94	92.3	93.6	94.0		✔	

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	31.9	36.4
More than 20 days	9.8	9.3

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 9-12	1.25	3.0	2.3	2.5	1.71		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	98	96	99.4	99.3	99.7	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	29.7	34.2	256	33.2
Approved Occupational Program Requirements	29.9	28.6	253	32.8
BOTH - University & Occupational Requirements	1.9	1.8	22	2.8

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	23.3	161	23.0
Attend a two year college	31.1	216	30.9
Attend a specialized school or pursue specialized training	2.4	17	2.4
Enter employment (related to high school program)	4.7	45	6.4
Enter employment (unrelated to high school program)	12.4	85	12.1
Enter the military	5.1	35	5.0
Enter full-time employment and school	2.2	22	3.1
Enter part-time employment and/or school	15.1	96	13.7
Other and no response	3.6	23	3.3

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Allegany
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	127	136
Kindergarten	791	758
Grades 1 - 6	5,087	5,012
Grades 7 - 12	4,990	5,057
Ungraded Special Education	203	204
Total Enrollment	11,198	11,167

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	722	6.6	705	6.4
Withdrawals	782	7.1	742	6.7

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	0	0	*	01
Chapter 1	1,223	10.9	1,499	13.4
Free/Reduced Price Meals	4,719	42.1	4,888	43.8
Special Education	1,315	11.7	1,299	11.6
Intensity I	128	9.7	128	9.9
Intensity II	398	30.3	371	28.6
Intensity III	414	31.5	414	31.9
Intensity IV	361	27.5	377	29.0
Intensity V	*	1.1	*	0.7

OTHER FACTORS	1992	1993
Wealth per pupil	$124,120	$132,476
Per pupil expenditure	$4,782	$4,957
Instructional staff per 1,000 pupils	61.0	61.6
Professional support staff per 1,000 pupils	7.7	8.5
Instructional assistants per 1,000 pupils	7.9	8.0
Average length of school day for pupils	6.4	6.5
Length of school year for pupils	180	179

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	684	82.5	658	82.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grades 3, 5 Sample-Grade 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	52.2	804	57.4	45.8	806	48.9	42.3	806	46.8
Grade 5	44.4	836	47.0	41.6	832	45.7	44.3	837	48.1
Grade 8	53.5	253	55.6	40.4	245	44.8	41.4	245	46.0

School Improvement Notes

District goals focus upon efforts to improve student academic performance as assessed by the CTBS/4, the Maryland Functional Tests, and the MSPAP. Principals and supervisors have designed specific strategies and tactics for bringing about increased student mastery, which will translate into significantly improved student performance on all testing programs. In addition, efforts to improve SAT results and to increase student enrollment in post-secondary institutions are also underway.

ANNE ARUNDEL

COUNTY PUBLIC SCHOOLS

Anne Arundel County, with a population of 428,000, is located on the Chesapeake Bay. The Board of Education is housed in Annapolis, the County seat and the State Capital. The one hundred fifteen schools include three evening high schools, twelve senior high schools, sixteen middle schools, one junior high school, seventy-six elementary schools, four special education schools, one alternative school, and two applied technology centers.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	4,526	41	66	98.2	✔		
Mathematics	90	80	4,538	28	67	86.3		✔	
Writing	96	90	4,353	117	163	96.1	✔		
Citizenship	92	85	4,499	68	66	86.7		✔	

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.7	99.7	0	45	99.7	✔		
Mathematics	99	97	98.3	98.3	0	45	98.2		✔	
Writing	99	97	97.8	98.3	0	103	99.1	✔		
Citizenship	99	97	96.1	96.8	0	45	97.3		✔	
Passed All Tests	96	90	93.6	94.6	0	45	95.5		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	4,784	258	407	2.7	33.7			✔
	Mathematics	25	70	4,876	278	294	1.6	31.1			✔
	Social Studies	25	70	4,826	328	294	3.0	39.0			✔
	Science	25	70	4,814	340	294	2.3	38.4			✔
GRADE 5	Reading	25	70	4,768	260	371	4.9	33.7			✔
	Mathematics	25	70	4,865	278	250	7.9	53.1			✔
	Social Studies	25	70	4,822	321	249	4.5	39.7			✔
	Science	25	70	4,743	400	249	3.1	43.1			✔
GRADE 8	Reading	25	70	4,147	404	198	1.8	23.7			✔
	Mathematics	25	70	4,251	312	186	5.6	40.5			✔
	Social Studies	25	70	4,192	371	186	2.3	28.4			✔
	Science	25	70	4,103	460	186	3.7	29.4			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	96	94	94.9	95.8	95.5		✔	
Grades 7-12	96	94	92.4	94.8	94.2		✔	

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	39.9	35.6
More than 20 days	6.6	7.5

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 9-12	1.25	3.0	5.9	5.0	3.76			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	98	96	99.0	99.5	99.4	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	42.0	41.2	1,656	43.8
Approved Occupational Program Requirements	18.3	14.2	482	12.8
BOTH - University & Occupational Requirements	1.5	1.2	29	0.8

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	36.1	1,158	33.9
Attend a two year college	23.4	817	23.9
Attend a specialized school or pursue specialized training	2.3	83	2.4
Enter employment (related to high school program)	5.7	174	5.1
Enter employment (unrelated to high school program)	7.5	278	8.1
Enter the military	3.2	118	3.5
Enter full-time employment and school	3.1	126	3.7
Enter part-time employment and/or school	13.6	473	13.9
Other and no response	5.1	185	5.4

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Anne Arundel
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	714	669
Kindergarten	5,150	5,198
Grades 1 - 6	31,933	32,515
Grades 7 - 12	27,957	28,021
Ungraded Special Education	941	1,024
Total Enrollment	66,695	67,427

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	6,786	10.3	9,716	14.7
Withdrawals	7,638	11.6	7,004	10.6

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	348	0.5	291	0.4
Chapter 1	2,659	4.0	2,029	3.0
Free/Reduced Price Meals	7,850	11.8	8,801	13.1
Special Education	8,429	12.6	8,131	12.1
Intensity I	818	9.7	894	11.0
Intensity II	3,691	43.8	3,199	39.3
Intensity III	1,812	21.5	1,898	23.3
Intensity IV	1,561	18.5	1,669	20.5
Intensity V	547	6.5	471	5.8

OTHER FACTORS	1992	1993
Wealth per pupil	$218,520	$229,384
Per pupil expenditure	$5,837	$5,713
Instructional staff per 1,000 pupils	59.1	59.3
Professional support staff per 1,000 pupils	9.6	9.7
Instructional assistants per 1,000 pupils	9.1	9.4
Average length of school day for pupils	6.3	6.3
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	5,454	98.3	5,362	97.6

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Sample - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	57.0	312	55.8	52.6	310	54.1	50.5	311	57.5
Grade 5	50.8	314	55.7	52.0	313	51.3	56.1	313	56.4
Grade 8	60.8	321	55.2	51.0	320	49.1	59.7	319	56.5

School Improvement Notes

With excellent and satisfactory ratings in reading, mathematics, writing, and citizenship on the Maryland Functional Tests--Grades 9 and 11, Anne Arundel County has met all nine Assessed Student Knowledge standards related to the secondary school testing program. The student promotion rate continues to meet the excellent standard. Working together with parents, we have maintained the satisfactory standard for attendance and will continue our efforts to bring student attendance to a level of excellence. The dropout rate was reduced from 5.0 to 3.76 percent. Programs aimed at keeping students in school will continue to receive our attention as we strive to meet the standard by 1994.

At the elementary and middle school levels, this year's report includes, for the first time, scores from the spring 1992 Maryland School Performance Assessment Program (MSPAP). The data are considered to be "baseline" and will be used to design, revise, and adapt instruction and the curriculum to prepare third, fifth, and eighth grade students to meet Maryland's Learning Outcomes established for the start of the next century.

BALTIMORE CITY

PUBLIC SCHOOLS

Baltimore City, with a population of 736,000, ranks thirteenth in population in U.S. cities. The Board of Education is housed on North Avenue. The one hundred seventy-eight public schools include one hundred eighteen elementary, twenty-seven middle, fourteen high, ten special education, six alternative, and three vocational/technical schools.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	7,350	613	153	91.4			✔
Mathematics	90	80	7,471	492	153	48.2			✔
Writing	96	90	6,901	951	153	75.5			✔
Citizenship	92	85	7,220	742	153	62.3			✔

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	97.9	97.2	0	110	99.1	✔		
Mathematics	99	97	86.4	85.8	0	110	85.7			✔
Writing	99	97	90.2	89.8	0	103	95.0			✔
Citizenship	99	97	89.6	85.5	0	110	90.1			✔
Passed All Tests	96	90	78.1	76.1	0	95	79.7			✔

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	7,397	860	1,188	0.4	11.7			✔
	Mathematics	25	70	7,405	856	1,184	0.1	10.4			✔
	Social Studies	25	70	7,260	1,001	1,184	0.4	16.2			✔
	Science	25	70	7,262	999	1,184	0.3	13.6			✔
GRADE 5	Reading	25	70	6,934	572	1,029	0.7	9.5			✔
	Mathematics	25	70	6,891	625	1,019	1.2	20.5			✔
	Social Studies	25	70	6,789	727	1,019	0.5	10.8			✔
	Science	25	70	6,726	790	1,019	0.2	10.4			✔
GRADE 8	Reading	25	70	4,747	935	557	0.2	7.1			✔
	Mathematics	25	70	4,889	808	536	0.2	6.9			✔
	Social Studies	25	70	4,834	863	536	0.2	8.1			✔
	Science	25	70	4,655	1,042	536	0.1	4.8			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

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STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	96	94	90.4	91.4	91.9			✔
Grades 7-12	96	94	79.4	80.6	80.6			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	19.9	20.3
More than 20 days	35.4	34.7

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 9-12	1.25	3.0	18.8	16.4	18.53			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	98	96	91.1	96.5	97.0		✔	

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	31.5	29.4	1,306	31.8
Approved Occupational Program Requirements	23.8	19.7	740	18.0
BOTH - University & Occupational Requirements	5.6	1.0	48	1.2

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	35.6	1,034	34.9
Attend a two year college	15.0	472	16.0
Attend a specialized school or pursue specialized training	4.5	137	4.6
Enter employment (related to high school program)	5.9	200	6.8
Enter employment (unrelated to high school program)	10.1	282	9.5
Enter the military	5.1	135	4.6
Enter full-time employment and school	3.2	94	3.2
Enter part-time employment and/or school	15.0	449	15.2
Other and no response	5.7	156	5.3

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Baltimore City
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	5,294	4,927
Kindergarten	8,996	9,464
Grades 1 - 6	57,998	57,427
Grades 7 - 12	38,037	38,844
Ungraded Special Education	0	0
Total Enrollment	110,325	110,662

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	20,041	19.0	14,963	14.1
Withdrawals	23,721	22.5	23,956	22.6

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	298	0.3	462	0.4
Chapter 1	26,608	24.1	23,284	21.0
Free/Reduced Price Meals	73,880	67.0	74,938	67.7
Special Education	16,046	14.5	16,907	15.3
Intensity I	386	2.4	385	2.3
Intensity II	2,850	17.8	2,988	17.7
Intensity III	2,923	18.2	3,088	18.3
Intensity IV	8,130	50.7	8,466	50.1
Intensity V	1,757	10.9	1,980	11.7

OTHER FACTORS	1992	1993
Wealth per pupil	$121,950	$123,641
Per pupil expenditure	$4,947	$5,182
Instructional staff per 1,000 pupils	57.4	58.6
Professional support staff per 1,000 pupils	7.2	8.3
Instructional assistants per 1,000 pupils	9.2	9.3
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	8,575	90.7	9,416	88.7

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5 Sample - Grade 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	39.4	8,784	36.0	36.5	8,784	34.0	34.4	8,784	33.0
Grade 5	27.2	7,904	32.0	39.1	7,904	37.0	37.5	7,904	39.0
Grade 8	38.3	249	31.0	38.6	249	34.0	31.5	249	26.0

School Improvement Notes

The mission of the Baltimore City Public School System is to create a pathway of successful learning for all students. The system has committed itself to a shared decision-making process. Performance on the Maryland Functional Tests has improved in reading and writing for Grade nine and in reading, writing, citizenship, and passed all tests for grade eleven. Performance has also improved in promotion and attendance-grades 1-6. We are concerned about the increase in the dropout rate and are focusing our efforts on improving performance in that area. BCPS has several major school improvement initiatives underway including the Challenge Schools Program, the Tesseract Program, the Alternative Middle School, Early Learning Years Initiative expansion, Middle School Reform Institute, Enterprise Schools, and Efficacy. Baltimore remains among the poorest subdivisions of the State, but it serves the largest population of students with special needs, incidences of poverty, and mobility. Baltimore has made efforts toward meeting the needs of its children.

BALTIMORE COUNTY

PUBLIC SCHOOLS

Baltimore County, with a population of 698,000, changes from urban to suburban to rural as it nears the northern border of the State. The Board of Education is housed in Towson, the County seat. The one hundred fifty-four public schools include ninety-five elementary schools, twenty-five middle schools, twenty-four high schools, two alternative high schools, three alternative middle schools, and five special education schools.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	6,111	186	65	98.2	✔		
Mathematics	90	80	6,129	166	67	83.4		✔	
Writing	96	90	5,882	400	80	95.5		✔	
Citizenship	92	85	6,055	238	69	84.9			✔

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.9	99.8	0	*	99.8	✔		
Mathematics	99	97	99.6	97.6	0	*	97.6		✔	
Writing	99	97	99.4	99.0	0	*	99.4	✔		
Citizenship	99	97	99.7	97.0	0	*	97.1		✔	
Passed All Tests	96	90	99.0	95.1	0	*	94.9		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	6,423	442	382	1.9	30.7			✔
	Mathematics	25	70	6,352	515	380	2.1	35.6			✔
	Social Studies	25	70	6,269	598	380	2.4	38.5			✔
	Science	25	70	6,249	618	380	1.9	36.2			✔
GRADE 5	Reading	25	70	6,232	382	287	2.7	28.0			✔
	Mathematics	25	70	6,207	413	281	5.7	46.5			✔
	Social Studies	25	70	6,137	483	281	3.4	34.6			✔
	Science	25	70	6,079	541	281	2.3	38.4			✔
GRADE 8	Reading	25	70	5,085	474	311	2.0	27.3			✔
	Mathematics	25	70	5,195	367	300	4.5	39.5			✔
	Social Studies	25	70	5,132	430	300	2.6	31.7			✔
	Science	25	70	5,019	543	300	2.8	30.3			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	95.0	95.3	95.2		✔	
Grades 7-12	96	94	92.7	93.1	92.9			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	33.0	32.5
More than 20 days	11.2	11.2

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	4.8	3.0	3.32			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	98.3	98.5	99.5	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	42.8	40.6	2,465	46.6
Approved Occupational Program Requirements	11.6	17.7	977	18.5
BOTH - University & Occupational Requirements	1.4	1.9	116	2.2

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	39.4	1,883	40.0
Attend a two year college	19.1	902	19.1
Attend a specialized school or pursue specialized training	2.6	116	2.5
Enter employment (related to high school program)	5.4	254	5.4
Enter employment (unrelated to high school program)	9.0	379	8.0
Enter the military	3.6	182	3.9
Enter full-time employment and school	3.9	193	4.1
Enter part-time employment and/or school	13.3	587	12.5
Other and no response	3.7	215	4.6

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Baltimore County
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	1,776	2,178
Kindergarten	7,123	7,411
Grades 1 - 6	44,738	46,045
Grades 7 - 12	35,743	37,097
Ungraded Special Education	584	539
Total Enrollment	89,964	93,270

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	8,931	10.3	9,036	10.0
Withdrawals	8,715	10.0	8,776	9.7

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	967	1.1	1,310	1.4
Chapter 1	8,017	8.9	7,935	8.5
Free/Reduced Price Meals	13,232	14.7	17,666	18.9
Special Education	10,597	11.8	10,902	11.7
Intensity I	527	5.0	587	5.4
Intensity II	3,958	37.4	4,009	36.8
Intensity III	1,429	13.5	1,581	14.5
Intensity IV	2,997	28.3	2,914	26.7
Intensity V	1,686	15.9	1,811	16.6

OTHER FACTORS	1992	1993
Wealth per pupil	$260,563	$266,424
Per pupil expenditure	$6,220	$6,200
Instructional staff per 1,000 pupils	64.5	61.1
Professional support staff per 1,000 pupils	10.7	10.4
Instructional assistants per 1,000 pupils	5.0	4.9
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	182	178

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	7,264	89.8	7,667	94.6

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grade 3 Sample - Grades 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	58.7	6,893	59.0	61.1	6,876	52.0	65.3	6,888	59.0
Grade 5	54.0	245	62.0	59.6	245	53.0	65.8	244	62.0
Grade 8	59.8	231	66.0	54.1	226	51.0	57.7	229	57.0

School Improvement Notes

The Baltimore County Public School System is pleased with the efforts of our teachers and administrators, aimed at producing students who can draw inferences from the facts they have acquired and apply the knowledge they have learned. This year, five alternative schools were established at the middle and high school levels to help reduce the dropout rate. Other new programs, implemented to ensure success for all students, include all day kindergarten, expanded pre-kindergarten, magnet schools, and site-based management. These new initiatives invigorated the Baltimore County School System in 1992-1993.

We are strongly committed to improving scores on all levels of the Maryland Functional Tests and on the Maryland School Performance Assessment Program (MSPAP) as we adapt to a student population that continues to grow both in numbers and in cultural diversity. We are excited about the new direction of the Baltimore County Public School System, and look to the challenges of the twenty-first century with renewed confidence.

CALVERT

COUNTY PUBLIC SCHOOLS

Calvert County, with a population of 52,000, is bounded by the Chesapeake Bay on the east and the Patuxent River on the west. The Board of Education is housed in Prince Frederick, the County seat. The seventeen public schools include nine elementary schools, four middle schools, one special education center, one vocational/technical center, and two high schools.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	853	*	0	99.9	✔		
Mathematics	90	80	849	*	0	94.9	✔		
Writing	96	90	845	0	*	99.1	✔		
Citizenship	92	85	855	0	*	93.6	✔		

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	100.0	100.0	0	0	99.8	✔		
Mathematics	99	97	98.1	97.5	0	0	99.4	✔		
Writing	99	97	99.1	98.3	0	0	99.5	✔		
Citizenship	99	97	97.5	96.6	0	0	98.5		✔	
Passed All Tests	96	90	96.7	93.8	0	0	98.1	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	790	57	*	21	33.4			✔
	Mathematics	25	70	790	58	*	09	28.9			✔
	Social Studies	25	70	779	69	*	12	40.2			✔
	Science	25	70	782	66	*	19	39.0			✔
GRADE 5	Reading	25	70	789	67	*	32	27.5			✔
	Mathematics	25	70	798	58	*	62	48.2			✔
	Social Studies	25	70	775	81	*	51	38.7			✔
	Science	25	70	786	70	*	14	41.9			✔
GRADE 8	Reading	25	70	694	95	*	34	28.4			✔
	Mathematics	25	70	715	74	*	46	40.1			✔
	Social Studies	25	70	697	92	*	63	41.2			✔
	Science	25	70	681	108	*	46	35.0			✔

* Fewer Than 20 Students

** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	96	94	94.7	95.1	95.0		✔	
Grades 7-12	96	94	92.8	93.3	93.6			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	29.2	27.8
More than 20 days	8.2	8.3

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 9-12	1.25	3.0	3.5	2.8	3.0		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	98	96	97.4	97.7	98.2	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	47.2	49.3	281	46.1
Approved Occupational Program Requirements	13.5	17.7	120	19.7
BOTH - University & Occupational Requirements	1.7	2.6	22	3.6

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	33.2	159	26.3
Attend a two year college	15.0	118	19.5
Attend a specialized school or pursue specialized training	4.7	24	4.0
Enter employment (related to high school program)	9.9	52	8.6
Enter employment (unrelated to high school program)	11.5	76	12.6
Enter the military	2.1	35	5.8
Enter full-time employment and school	2.6	14	2.3
Enter part-time employment and/or school	16.3	104	17.2
Other and no response	4.7	22	3.6

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Calvert
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	176	181
Kindergarten	849	983
Grades 1 - 6	5,164	5,369
Grades 7 - 12	4,279	4,557
Ungraded Special Education	531	525
Total Enrollment	10,999	11,615

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	887	8.2	1,002	8.7
Withdrawals	874	8.1	917	8.0

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	10	0.1	6	0.1
Chapter 1	842	7.7	526	4.5
Free/Reduced Price Meals	1,419	12.9	1,650	14.2
Special Education	1,351	12.3	1,487	12.8
Intensity I	128	9.5	181	12.2
Intensity II	563	41.7	592	39.8
Intensity III	199	14.7	246	16.5
Intensity IV	396	29.3	398	26.8
Intensity V	65	4.8	70	4.7

OTHER FACTORS	1992	1993
Wealth per pupil	$191,498	$213,710
Per pupil expenditure	$5,165	$5,423
Instructional staff per 1,000 pupils	52.8	53.8
Professional support staff per 1,000 pupils	8.6	8.7
Instructional assistants per 1,000 pupils	11.7	11.6
Average length of school day for pupils	6.0	6.0
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	986	98.4	965	99.7

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

CENSUS - GRADES 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	65.3	882	63.7	59.9	882	60.1	68.8	882	66.0
Grade 5	68.2	860	65.6	67.9	859	63.0	69.9	859	70.0
Grade 8	65.3	804	68.0	58.6	801	63.4	55.6	802	63.0

School Improvement Notes

We are pleased that Calvert County's ninth grade students have met the excellent standard on four Maryland Functional Tests and that our eleventh graders have met the excellent standard on four and the satisfactory standard on the fifth.

While our secondary schools have not yet met the satisfactory level of attendance, progress has been made. In addition, we have implemented a new attendance policy which should help our students meet this goal in 1993-94.

The 1992 MSPAP results indicate that we have much work to do with our students to meet the demands of this new assessment program. As a part of its School Improvement Plan, each of our elementary and middle schools has a major goal of preparing its students to reach at least the satisfactory level on each of these assessments by Spring 1996. We are directing a considerable amount of staff development time toward reaching this goal.

CAROLINE

COUNTY PUBLIC SCHOOLS

Caroline County, with a population of 27,000, is located on the Eastern Shore, midway between Maryland's northern and southern borders. Delaware forms its eastern border. The Board of Education is housed in Denton, the County seat. The ten public schools include five elementary schools, two middle schools, two high schools, and one career and technology center.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	383	*	*	97.9	✔		
Mathematics	90	80	383	*	*	83.8		✔	
Writing	96	90	377	*	*	83.6			✔
Citizenship	92	85	381	*	*	87.7		✔	

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	1993 NUMBER EXEMPT	1993 PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.7	99.3	0	*	98.9		✔	
Mathematics	99	97	98.6	97.8	0	*	97.5		✔	
Writing	99	97	96.9	97.4	0	*	96.8			✔
Citizenship	99	97	97.3	96.6	0	*	96.5			✔
Passed All Tests	96	90	93.5	94.4	0	*	94.7		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	329	*	26	2.3	29.2			✔
	Mathematics	25	70	327	*	26	1.4	24.3			✔
	Social Studies	25	70	326	20	26	1.7	28.6			✔
	Science	25	70	321	25	26	4.6	33.5			✔
GRADE 5	Reading	25	70	344	24	27	1.1	18.8			✔
	Mathematics	25	70	347	21	27	4.6	32.9			✔
	Social Studies	25	70	335	33	27	1.9	23.6			✔
	Science	25	70	335	33	27	1.1	24.2			✔
GRADE 8	Reading	25	70	294	35	25	0.6	15.5			✔
	Mathematics	25	70	306	23	25	2.7	25.5			✔
	Social Studies	25	70	301	28	25	3.6	22.2			✔
	Science	25	70	292	37	*	0.6	17.9			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	96	94	95.5	95.5	95.6		✔	
Grades 7-12	96	94	91.8	93.0	92.5			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	33.7	31.5
More than 20 days	10.4	10.5

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 9-12	1.25	3.0	6.4	4.1	4.13			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	98	96	99.7	100.0	99.4	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	26.3	38.6	85	34.6
Approved Occupational Program Requirements	30.2	26.2	77	31.3
BOTH - University & Occupational Requirements	0.8	0.7	6	2.4

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	31.5	59	24.0
Attend a two year college	11.3	39	15.9
Attend a specialized school or pursue specialized training	5.8	8	3.3
Enter employment (related to high school program)	8.2	39	15.9
Enter employment (unrelated to high school program)	13.6	30	12.2
Enter the military	10.5	26	10.6
Enter full-time employment and school	2.3	9	3.7
Enter part-time employment and/or school	10.5	28	11.4
Other and no response	6.2	8	3.3

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Caroline

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	46	58
Kindergarten	381	385
Grades 1 - 6	2,355	2,400
Grades 7 - 12	2,033	2,108
Ungraded Special Education	78	52
Total Enrollment	4,893	5,003

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	426	8.8	412	8.4
Withdrawals	461	9.6	430	8.8

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	26	0.5	39	0.8
Chapter 1	436	8.9	656	13.1
Free/Reduced Price Meals	1,635	33.4	1,817	36.3
Special Education	584	11.9	652	13.0
Intensity I	98	16.8	98	15.0
Intensity II	257	44.0	245	37.6
Intensity III	136	23.3	187	28.7
Intensity IV	80	13.7	106	16.3
Intensity V	*	2.2	*	2.5

OTHER FACTORS	1992	1993
Wealth per pupil	$108,270	$113,719
Per pupil expenditure	$4,558	$4,706
Instructional staff per 1,000 pupils	58.7	57.0
Professional support staff per 1,000 pupils	9.3	9.9
Instructional assistants per 1,000 pupils	11.7	11.7
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	446	99.8	414	99.8

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	54.0	416	57.0	48.0	416	52.0	51.0	412	56.0
Grade 5	44.0	393	43.0	48.0	380	56.0	48.0	392	49.0
Grade 8	50.0	369	45.0	36.0	368	41.0	45.0	368	42.0

School Improvement Notes

Mission: In partnership with family and community, the Caroline County Public Schools will motivate and challenge students to attain educational excellence.

The Caroline County Public School System is restructuring its educational program to assure that all students attain educational excellence. This program, "Design for Success," is based on the above mission statement and on a set of beliefs that were developed by a broad-based group of parents, community members, and educators. Currently, measurable outcomes for all students in all content areas are being developed. By aligning our curriculum, teaching methodologies, and methods of assessment, student performance, as measured by Maryland School Performance indicators, will be improved.

CARROLL

COUNTY PUBLIC SCHOOLS

Carroll County, with a population of 129,274, is a jurisdiction of the Baltimore metropolitan area. The Board of Education is housed in Westminster, the County seat. The thirty-three public schools include nineteen elementary schools, eight middle/combined schools, five high schools, and a career and technology center.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	1,594	*	*	99.1	✔		
Mathematics	90	80	1,592	*	*	92.0	✔		
Writing	96	90	1,576	26	*	98.4	✔		
Citizenship	92	85	1,591	*	*	92.1	✔		

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.7	99.8	0	*	99.8	✔		
Mathematics	99	97	98.5	98.6	0	*	98.5		✔	
Writing	99	97	99.4	99.3	0	*	99.7	✔		
Citizenship	99	97	98.7	98.2	0	*	99.3	✔		
Passed All Tests	96	90	97.8	96.8	0	*	97.7	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	1,556	104	113	2.4	32.0			✔
	Mathematics	25	70	1,607	116	44	1.5	31.5			✔
	Social Studies	25	70	1,582	141	44	2.1	37.6			✔
	Science	25	70	1,582	141	44	1.3	38.4			✔
GRADE 5	Reading	25		1,577	104	70	4.0	31.1			✔
	Mathematics	25		1,625	107	*	5.9	51.3			✔
	Social Studies	25	70	1,600	132	*	3.0	37.4			✔
	Science	25	70	1,611	121	*	2.0	44.1			✔
GRADE 8	Reading	25	70	1,347	108	69	2.9	34.0			✔
	Mathematics	25	70	1,406	77	41	4.8	48.9			✔
	Social Studies	25	70	1,383	100	41	3.3	41.3			✔
	Science	25	70	1,352	131	41	4.2	40.9			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	95.1	95.6	95.4		✔	
Grades 7-12	96	94	92.9	94.1	93.7			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	36.3	33.1
More than 20 days	9.1	9.7

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	3.1	2.6	2.85		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	99.4	99.8	99.7	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	28.6	39.2	657	45.2
Approved Occupational Program Requirements	15.6	15.8	242	16.6
BOTH - University & Occupational Requirements	0.1	0.7	16	1.1

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	39.7	578	42.2
Attend a two year college	19.0	226	16.5
Attend a specialized school or pursue specialized training	2.9	43	3.1
Enter employment (related to high school program)	7.1	95	6.9
Enter employment (unrelated to high school program)	9.6	158	11.5
Enter the military	4.0	61	4.5
Enter full-time employment and school	2.1	29	2.1
Enter part-time employment and/or school	12.0	121	8.8
Other and no response	3.7	59	4.3

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Carroll
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	166	177
Kindergarten	1,812	1,910
Grades 1 - 6	10,901	11,148
Grades 7 - 12	9,331	9,663
Ungraded Special Education	254	267
Total Enrollment	22,464	23,165

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	1,671	7.5	1,791	7.8
Withdrawals	1,615	7.3	1,775	7.7

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	44	0.2	34	0.2
Chapter 1	517	2.3	819	3.5
Free/Reduced Price Meals	1,889	8.4	2,074	9.0
Special Education	2,618	11.7	2,659	11.5
Intensity I	486	18.6	450	16.9
Intensity II	1,284	49.0	1,282	48.2
Intensity III	451	17.2	475	17.9
Intensity IV	323	12.3	370	13.9
Intensity V	74	2.8	82	3.1

OTHER FACTORS	1992	1993
Wealth per pupil	$161,372	$171,057
Per pupil expenditure	$5,076	$5,089
Instructional staff per 1,000 pupils	57.9	57.6
Professional support staff per 1,000 pupils	9.0	9.1
Instructional assistants per 1,000 pupils	7.2	7.7
Average length of school day for pupils	6.2	6.4
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	1,871	98.8	1,857	98.7

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	56.3	1,831	58.2	54.0	1,803	51.8	50.9	1,834	54.5
Grade 5	57.7	1,858	56.2	61.4	1,845	60.6	60.8	1,854	58.3
Grade 8	62.9	1,636	62.5	58.3	1,603	60.6	61.7	1,628	64.3

School Improvement Notes

The significant increase in the number of excellent standards being achieved on the Maryland Functional Tests is noteworthy. The continued implementation of State Learner Outcomes, System Exit Outcomes, and the validation of our Essential Curriculum should have a significant impact on the achievement of the MSPAP proposed standards by 1996. Our schools and our community are to be congratulated on the accomplishment of outcomes identified in the Carroll County School Improvement Plan and of standards in the Maryland School Performance Program.

CECIL

COUNTY PUBLIC SCHOOLS

Cecil County, with a population of 73,500, is located in the northeastern corner of Maryland. The Board of Education is housed in Elkton, the County seat. The twenty-eight public schools include seventeen elementary schools, five middle schools, one combined middle/high school, four high schools, and one school of technology.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	946	*	30	99.8	✔		
Mathematics	90	80	947	*	31	91.8	✔		
Writing	96	90	939	*	33	98.7	✔		
Citizenship	92	85	936	*	33	87.9		✔	

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	1993 NUMBER EXEMPT	1993 PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	100.0	100.0	0	*	99.9	✔		
Mathematics	99	97	99.2	99.2	0	*	99.2	✔		
Writing	99	97	99.3	99.2	0	*	99.6	✔		
Citizenship	99	97	99.0	99.2	0	*	99.2	✔		
Passed All Tests	96	90	97.8	97.9	0	*	98.1	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	922	104	44	1.9	27.4			✔
	Mathematics	25	70	942	93	35	0.7	24.9			✔
	Social Studies	25	70	919	116	35	2.5	32.8			✔
	Science	25	70	912	123	35	0.9	30.7			✔
GRADE 5	Reading	25	70	886	58	27	2.5	23.0			✔
	Mathematics	25	70	866	78	27	4.7	38.7			✔
	Social Studies	25	70	853	91	27	3.6	33.9			✔
	Science	25	70	863	81	27	2.1	35.7			✔
GRADE 8	Reading	25	70	775	131	42	2.4	22.4			✔
	Mathematics	25	70	786	120	42	4.1	34.2			✔
	Social Studies	25	70	777	129	42	5.0	32.1			✔
	Science	25	70	739	167	42	3.1	25.8			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	96	94	94.8	95.0	95.2		✔	
Grades 7-12	96	94	91.2	90.8	91.1			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	28.1	29.5
More than 20 days	16.9	15.9

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 9-12	1.25	3.0	5.8	4.8	4.79			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	98	96	98.5	99.3	100	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	33.0	39.0	264	35.1
Approved Occupational Program Requirements	24.5	21.8	131	17.4
BOTH - University & Occupational Requirements	3.3	4.7	9	1.2

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	25.2	155	21.6
Attend a two year college	19.2	160	22.3
Attend a specialized school or pursue specialized training	3.2	34	4.7
Enter employment (related to high school program)	8.9	60	8.3
Enter employment (unrelated to high school program)	14.5	84	11.7
Enter the military	4.7	32	4.5
Enter full-time employment and school	1.9	16	2.2
Enter part-time employment and/or school	17.0	126	17.5
Other and no response	5.4	52	7.2

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Cecil
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	248	260
Kindergarten	1,009	1,125
Grades 1 - 6	6,448	6,452
Grades 7 - 12	5,432	5,599
Ungraded Special Education	118	129
Total Enrollment	13,255	13,565

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	2,306	17.9	1,349	10.2
Withdrawals	1,350	10.5	1,365	10.4

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	36	0.3	75	0.6
Chapter 1	636	4.8	617	4.5
Free/Reduced Price Meals	2,345	17.7	2,603	19.2
Special Education	1,709	12.9	1,887	13.9
Intensity I	218	12.8	251	13.3
Intensity II	474	27.7	501	26.6
Intensity III	441	25.8	476	25.2
Intensity IV	421	24.6	481	25.5
Intensity V	155	9.1	178	9.4

OTHER FACTORS	1992	1993
Wealth per pupil	$137,415	$146,941
Per pupil expenditure	$4,913	$5,075
Instructional staff per 1,000 pupils	64.8	62.9
Professional support staff per 1,000 pupils	9.9	9.8
Instructional assistants per 1,000 pupils	8.3	8.0
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	179	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	1,092	98.0	1,138	100

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	62.7	1,037	61.0	58.1	1,036	59.0	53.7	1,037	55.0
Grade 5	55.6	1,006	55.0	58.2	1,009	57.0	56.3	1,002	53.0
Grade 8	60.6	930	64.0	50.6	930	54.0	48.5	929	54.0

School Improvement Notes

The Cecil County Public School System is proud of our students' achievement on the Maryland Functional Tests. We met the excellent standard in eight areas and the satisfactory standard in the ninth area. It is clear that our students have mastered the basic skills during their years in our schools. At the elementary level, we have again met the excellent standard in the promotion rate and the satisfactory standard in attendance. At the secondary level, the attendance rate improved over the previous year, and a revised attendance policy should help to bring about additional growth this year. With a new evening high school program, we are anticipating improvement in the dropout standard.

A new element in this report is the Maryland School Performance Assessment Program. Our initial results from the Spring of 1992, while consistent with results throughout Maryland, provide an instructional challenge calling for new strategies stressing higher order thinking skills and complex problem solving by our students. We are presently implementing modes of instruction that will help our students to surpass the standard set by the State.

Cecil County residents have long been proud of the excellent return on the dollars they spend on education. Higher expectations for students and staff now strain our limited resources. Equitable funding of our schools is imperative now more than ever.

The Board of Education of Cecil County gratefully acknowledges the special efforts of teachers, administrators, and support staff in our schools. The support of parents, businesses, and civic organizations also helps us to make a difference for our children.

CHARLES

COUNTY PUBLIC SCHOOLS

Charles County, with a population of 109,300 in southern Maryland, is one of five Maryland counties that make up the Washington, DC-Maryland-Virginia metropolitan area. The Board of Education is housed in La Plata, the County seat. The thirty-seven schools and centers include: eighteen elementary, six middle, five high, one career and technology, one evening high, one alternative, two adult services, one special education, one learning evaluation and one environmental education.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	1,482	*	59	98.0	✔		
Mathematics	90	80	1,487	*	54	88.2		✔	
Writing	96	90	1,491	*	*	96.4	✔		
Citizenship	92	85	1,505	*	32	93.5	✔		

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	96.7	99.5	0	44	99.1	✔		
Mathematics	99	97	87.8	98.0	0	43	97.5		✔	
Writing	99	97	98.4	98.7	0	*	98.9		✔	
Citizenship	99	97	89.5	98.7	0	*	97.9		✔	
Passed All Tests	96	90	79.1	96.6	0	*	96.5	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	1,415	103	54	0.9	26.0			✔
	Mathematics	25	70	1,410	117	45	0.5	17.2			✔
	Social Studies	25	70	1,383	144	45	1.4	28.4			✔
	Science	25	70	1,386	141	45	0.8	24.1			✔
GRADE 5	Reading	25	70	1,396	77	46	1.9	21.7			✔
	Mathematics	25	70	1,401	83	35	1.8	35.6			✔
	Social Studies	25	70	1,384	100	35	1.2	25.8			✔
	Science	25	70	1,380	104	35	0.9	28.8			✔
GRADE 8	Reading	25	70	1,205	133	23	1.3	22.7			✔
	Mathematics	25	70	1,198	150	*	1.6	31.3			✔
	Social Studies	25	70	1,184	164	*	1.1	26.0			✔
	Science	25	70	1,154	194	*	0.8	23.8			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	95.4	95.3	95.3		✔	
Grades 7-12	96	94	92.0	92.0	91.7			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	29.9	29.4
More than 20 days	12.9	13.6

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	4.6	3.5	3.17			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	98.8	98.5	99.3	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	37.2	30.6	415	35.4
Approved Occupational Program Requirements	23.0	51.7	132	11.3
BOTH - University & Occupational Requirements	12.7	10.0	23	2.0

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	27.1	301	28.0
Attend a two year college	23.1	241	22.4
Attend a specialized school or pursue specialized training	3.5	38	3.5
Enter employment (related to high school program)	8.7	58	5.4
Enter employment (unrelated to high school program)	10.5	111	10.3
Enter the military	4.7	59	5.5
Enter full-time employment and school	3.2	26	2.4
Enter part-time employment and/or school	14.2	152	14.1
Other and no response	4.9	89	8.3

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Charles

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	267	255
Kindergarten	1,397	1,290
Grades 1 - 6	9,029	9,154
Grades 7 - 12	7,608	7,906
Ungraded Special Education	902	942
Total Enrollment	19,203	19,547

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	1,831	9.7	1,926	10.0
Withdrawals	1,884	9.9	1,947	10.1

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	114	0.6	165	0.8
Chapter 1	1,546	8.1	1,660	8.5
Free/Reduced Price Meals	3,290	17.1	3,723	19.0
Special Education	2,329	12.1	2,337	12.0
Intensity I	280	12.0	291	12.5
Intensity II	579	24.9	613	26.2
Intensity III	521	22.4	440	18.8
Intensity IV	779	33.4	802	34.3
Intensity V	170	7.3	191	8.2

OTHER FACTORS	1992	1993
Wealth per pupil	$157,618	$164,114
Per pupil expenditure	$5,227	$5,448
Instructional staff per 1,000 pupils	61.3	57.9
Professional support staff per 1,000 pupils	9.2	8.6
Instructional assistants per 1,000 pupils	9.1	5.6
Average length of school day for pupils	6.5	6.6
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	1,580	99.4	1,582	99.2

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	55.8	1,451	56.5	51.1	1,449	51.0	44.4	1,443	48.6
Grade 5	47.8	1,523	49.9	55.6	1,515	55.4	51.7	1,521	52.6
Grade 8	53.5	1,308	61.6	50.1	1,299	55.8	54.7	1,292	60.6

School Improvement Notes

Charles County has met or exceeded satisfactory on eleven of the State standards. We are most pleased that ninth grade students met the excellent standard on three of the Maryland Functional Tests. We now are working on meeting the excellent standard on the Functional Mathematics Test. Our eleventh graders met the excellent standard on reading and on passed all tests. Student promotion continue to be ranked excellent. Our dropout rate improved during the past year, and we expect to meet the State standard soon. We will continue to work with our business and community leaders to improve student attendance. Charles County is working together with parents, students, and the community to improve student performance on the MSPAP. It is our intent to target student performance in mathematics and science. We are making a special effort to improve the achievement of our African American students. We are undertaking these efforts in collaboration with all of the stakeholders of the Charles County public school system - parents, students, business leaders, senior citizens, public officials, community leaders, service organizations, and more.

DORCHESTER
COUNTY PUBLIC SCHOOLS

Dorchester County, with a population of 30,250, is the largest County on the Eastern Shore. Its borders are formed by the Chesapeake Bay on the west and Delaware on the east. The Board of Education is located in Cambridge, the County seat. The twelve public schools include six elementary schools, three middle/combined schools, two secondary schools, and one school of technology.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	379	*	*	98.7	✔		
Mathematics	90	80	377	*	*	92.8	✔		
Writing	96	90	369	*	*	98.1	✔		
Citizenship	92	85	370	*	*	84.9			✔

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	100.0	100.0	0	*	99.6	✔		
Mathematics	99	97	99.2	100.0	0	*	98.5		✔	
Writing	99	97	99.2	100.0	0	*	98.5		✔	
Citizenship	99	97	100.0	100.0	0	*	99.6	✔		
Passed All Tests	96	90	98.8	100.0	0	*	97.8	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	318	43	28	0.3	15.2			✔
	Mathematics	25	70	341	40	*	0.0	7.9			✔
	Social Studies	25	70	332	49	*	0.0	13.6			✔
	Science	25	70	332	49	*	0.3	13.4			✔
GRADE 5	Reading	25	70	327	25	34	1.4	15.6			✔
	Mathematics	25	70	358	23	*	2.4	22.8			✔
	Social Studies	25	70	352	29	*	1.8	18.1			✔
	Science	25	70	352	29	*	0.0	19.2			✔
GRADE 8	Reading	25	70	320	33	23	0.8	20.7			✔
	Mathematics	25	70	340	29	*	1.6	23.8			✔
	Social Studies	25	70	344	25	*	3.0	24.7			✔
	Science	25	70	334	35	*	0.5	20.6			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	95.0	95.2	95.4		✔	
Grades 7-12	96	94	91.9	93.4	93.4			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	34.3	34.5
More than 20 days	11.3	11.3

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	5.6	4.4	4.12			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	98.9	98.6	98.8	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	28.2	37.8	110	41.7
Approved Occupational Program Requirements	27.1	27.4	91	34.5
BOTH - University & Occupational Requirements	0.7	0	18	6.8

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	27.5	88	34.0
Attend a two year college	22.1	47	18.1
Attend a specialized school or pursue specialized training	4.7	14	5.4
Enter employment (related to high school program)	6.2	36	13.9
Enter employment (unrelated to high school program)	13.6	27	10.4
Enter the military	8.5	16	6.2
Enter full-time employment and school	1.6	3	1.2
Enter part-time employment and/or school	11.6	21	8.1
Other and no response	4.3	7	2.7

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Dorchester
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	233	213
Kindergarten	377	375
Grades 1 - 6	2,373	2,352
Grades 7 - 12	1,985	2,094
Ungraded Special Education	0	0
Total Enrollment	4,968	5,034

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	307	6.5	339	7.1
Withdrawals	326	6.9	364	7.6

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	44	0.9	46	0.9
Chapter 1	845	17.0	767	15.2
Free/Reduced Price Meals	1,955	39.4	2,101	41.7
Special Education	685	13.8	732	14.5
Intensity I	70	10.2	58	7.9
Intensity II	308	45.0	346	47.3
Intensity III	197	28.8	198	27.0
Intensity IV	88	12.8	107	14.6
Intensity V	22	3.2	23	3.1

OTHER FACTORS	1992	1993
Wealth per pupil	$146,552	$152,776
Per pupil expenditure	$5,289	$5,367
Instructional staff per 1,000 pupils	59.8	60.7
Professional support staff per 1,000 pupils	10.9	11.6
Instructional assistants per 1,000 pupils	12.7	11.8
Average length of school day for pupils	6.4	6.5
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	380	99.0	369	99.5

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	29.3	369	37.5	28.9	369	39.4	21.6	368	39.1
Grade 5	25.4	400	31.3	34.6	400	39.7	29.9	400	38.3
Grade 8	49.1	323	47.6	41.1	323	41.6	46.0	324	41.4

School Improvement Notes

The Dorchester County Public School System has set improved achievement for all students as its priority. Efforts are currently underway to restructure the early childhood program, revise curricula and teaching methods, and provide every student with a more rigorous academic program.

We commend the continued dedication of our teachers, support staff, administrators, and community.

We believe, that with their support, continuous growth will be made.

FREDERICK

COUNTY PUBLIC SCHOOLS

Frederick County, with a population of 164,503, is Maryland's largest county in land mass. The Board of Education is housed in Frederick City, the County seat. The forty-seven public schools include twenty-seven elementary schools, ten middle schools, seven high schools, one special education center, one alternative education middle/high school, and one career and technology center. Outdoor school facilities are also part of the school system.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	2,049	32	0	98.6	✔		
Mathematics	90	80	2,063	*	0	92.8	✔		
Writing	96	90	1,998	83	0	97.2	✔		
Citizenship	92	85	1,901	25	0	94.2	✔		

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.9	99.6	0	0	99.9	✔		
Mathematics	99	97	99.3	99.0	0	0	98.4		✔	
Writing	99	97	99.5	99.2	0	0	99.3	✔		
Citizenship	99	97	98.1	98.4	0	0	98.4		✔	
Passed All Tests	96	90	97.3	97.4	0	0	97.2	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	2,050	97	110	5.3	44.4			✔
	Mathematics	25	70	2,094	110	53	2.9	40.7			✔
	Social Studies	25	70	2,070	134	53	5.0	46.5			✔
	Science	25	70	2,071	133	53	3.9	44.7			✔
GRADE 5	Reading	25	70	1,974	125	105	8.2	40.2			✔
	Mathematics	25	70	2,043	115	46	11.2	56.9			✔
	Social Studies	25	70	2,014	144	46	7.7	45.9			✔
	Science	25	70	2,008	150	46	4.6	48.0			✔
GRADE 8	Reading	25	70	1,683	151	83	4.6	36.3			✔
	Mathematics	25	70	1,730	145	42	8.1	48.8			✔
	Social Studies	25	70	1,719	156	42	6.6	44.2			✔
	Science	25	70	1,694	181	42	4.5	41.3			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	96	94	95.0	95.3	95.3		✔	
Grades 7-12	96	94	92.0	92.7	92.7			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	30.8	32.1
More than 20 days	11.0	10.7

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 9-12	1.25	3.0	2.9	1.8	1.79		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	98	96	99.6	99.8	99.5	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	49.6	48.8	888	50.9
Approved Occupational Program Requirements	12.4	16.7	288	16.5
BOTH - University & Occupational Requirements	3.5	2.2	41	2.3

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	36.6	552	36.2
Attend a two year college	21.8	309	20.2
Attend a specialized school or pursue specialized training	1.9	43	2.8
Enter employment (related to high school program)	8.2	130	8.5
Enter employment (unrelated to high school program)	9.7	160	10.5
Enter the military	3.6	82	5.4
Enter full-time employment and school	2.7	39	2.6
Enter part-time employment and or school	10.0	167	10.9
Other and no response	5.5	44	2.9

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Frederick
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	332	405
Kindergarten	2,300	2,456
Grades 1 - 6	13,650	14,215
Grades 7 - 12	11,186	11,711
Ungraded Special Education	467	510
Total Enrollment	27,935	29,297

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	3,931	14.2	4,522	15.6
Withdrawals	2,209	8.0	2,381	8.2

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	118	0.4	143	0.5
Chapter 1	726	2.6	986	3.4
Free/Reduced Price Meals	3,630	13.0	3,955	13.5
Special Education	2,999	10.7	3,415	11.7
Intensity I	220	7.3	256	7.5
Intensity II	1,789	59.7	1,922	56.3
Intensity III	522	17.4	674	19.7
Intensity IV	314	10.5	377	11.0
Intensity V	154	5.1	186	5.4

OTHER FACTORS	1992	1993
Wealth per pupil	$168,770	$176,677
Per pupil expenditure	$5,300	$5,327
Instructional staff per 1,000 pupils	61.3	61.8
Professional support staff per 1,000 pupils	8.4	8.2
Instructional assistants per 1,000 pupils	9.8	9.5
Average length of school day for pupils	6.6	6.6
Length of school year for pupils	180	179

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	2,442	99.4	2,417	99.6

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Sample - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	56.0	298	53.2	54.7	268	52.8	57.0	285	47.0
Grade 5	59.7	264	60.2	65.8	261	61.1	66.4	257	68.1
Grade 8	60.5	248	68.3	62.2	251	61.0	64.5	249	70.0

School Improvement Notes

Once again, the Frederick County Public School System has met twelve of the original thirteen standards assessed by the Maryland School Performance Program. We are proud to be among the first school districts in Maryland to achieve the excellent standard in mathematics at the end of grade nine. We are also pleased to be among the State leaders in the percentage of students meeting mastery on the high standards of the Maryland School Performance Assessment Program. We are prepared to meet the challenge of these rigorous standards for all of our students. In our view, these results reflect the overall quality and intent of our essential curriculum and Criterion-Referenced Evaluation System which emphasize problem solving and high level thinking abilities. Our success is based on the efforts of our entire educational community. We continue to applaud their commitment to our mission of teaching for quality learning for all students.

GARRETT

COUNTY PUBLIC SCHOOLS

Garrett County, with a population of 28,138, is located in the northwestern corner of Maryland. The Board of Education is housed in Oakland, the County seat. The sixteen public schools include ten elementary, four middle/combined, and two comprehensive secondary schools. An outdoor environmental education center is also part of the school system.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	351	*	*	97.2	✔		
Mathematics	90	80	352	*	*	88.1		✔	
Writing	96	90	347	*	*	98.6	✔		
Citizenship	92	85	347	*	*	92.2	✔		

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.1	100.0	0	*	100.0	✔		
Mathematics	99	97	96.6	98.6	0	*	99.4	✔		
Writing	99	97	96.3	100.0	0	*	99.1	✔		
Citizenship	99	97	97.0	99.0	0	*	98.8		✔	
Passed All Tests	96	90	93.3	98.3	0	*	97.6	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	362	*	*	1.6	35.4			✔
	Mathematics	25	70	363	24	*	1.3	23.8			✔
	Social Studies	25	70	362	25	*	0.5	34.6			✔
	Science	25	70	359	28	*	1.3	40.3			✔
GRADE 5	Reading	25	70	379	*	21	3.8	30.7			✔
	Mathematics	25	70	383	*	*	6.3	48.8			✔
	Social Studies	25	70	375	25	*	3.0	37.8			✔
	Science	25	70	379	21	*	1.3	43.3			✔
GRADE 8	Reading	25	70	333	*	*	1.7	29.6			✔
	Mathematics	25	70	339	*	*	4.6	41.4			✔
	Social Studies	25	70	338	*	*	4.9	40.5			✔
	Science	25	70	331	*	*	4.9	42.2			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	96	94	95.3	95.7	95.8		✔	
Grades 7-12	96	94	93.8	94.9	95.0		✔	

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	31.9	35.2
More than 20 days	3.4	2.5

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 9-12	1.25	3.0	4.4	2.7	4.33			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	98	96	97.8	97.2	99.3	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	28.5	26.2	84	30.2
Approved Occupational Program Requirements	36.9	37.1	115	41.4
BOTH - University & Occupational Requirements	7.3	10.5	20	7.2

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	20.6	52	19.5
Attend a two year college	22.6	49	18.4
Attend a specialized school or pursue specialized training	4.4	17	6.4
Enter employment (related to high school program)	11.1	19	7.1
Enter employment (unrelated to high school program)	15.2	51	19.2
Enter the military	4.7	17	6.4
Enter full-time employment and school	4.4	11	4.1
Enter part-time employment and or school	11.1	33	12.4
Other and no response	5.7	17	6.4

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Garrett

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	81	89
Kindergarten	374	401
Grades 1 - 6	2,477	2,396
Grades 7 - 12	2,127	2,108
Ungraded Special Education	51	44
Total Enrollment	5,110	5,038

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	338	6.8	335	6.8
Withdrawals	343	6.9	395	8.0

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	0	0	*	02
Chapter 1	492	9.6	500	9.9
Free/Reduced Price Meals	2,048	40.1	2,191	43.5
Special Education	673	13.2	670	13.3
Intensity I	106	15.8	104	15.5
Intensity II	255	37.9	253	37.8
Intensity III	146	21.7	148	22.1
Intensity IV	166	24.7	165	24.6
Intensity V	0	0	0	0

OTHER FACTORS	1992	1993
Wealth per pupil	$127,702	$137,633
Per pupil expenditure	$5,036	$5,020
Instructional staff per 1,000 pupils	67.2	68.3
Professional support staff per 1,000 pupils	7.6	7.7
Instructional assistants per 1,000 pupils	20.8	19.7
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	177

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	372	96.9	368	98.9

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	55.3	407	51.0	50.0	410	46.4	49.1	409	49.6
Grade 5	55.9	435	54.2	58.6	433	56.0	54.3	434	52.7
Grade 8	59.1	405	60.7	58.6	405	54.5	47.0	402	55.0

School Improvement Notes

We are pleased that our school system met twelve of the original thirteen standards for the second consecutive year. We made significant improvement, however, since we met eight of the original thirteen standards at the excellent level while we met only five at this level in 1991-92. We want to make particular note of meeting the ninth grade Functional Mathematics Test standard for the first time, because we specifically targeted this area for improvement activities. School improvement plans and staff development activities are stressing Dimensions of Thinking/Learning. In addition, performance tasks are being emphasized with all students, since a significant challenge remains with regard to meeting the proposed standards of the Maryland School Performance Assessment Program. Considering the characteristics of our student population and a relatively limited resource base, the efforts of teachers, support staff, and administrators are to be commended for these accomplishments.

HARFORD
COUNTY PUBLIC SCHOOLS

Harford County, with a population of 195,000, is located in northeastern Maryland and is part of the Baltimore Metropolitan area. The Board of Education is housed in Bel Air, the County seat. The forty-seven public schools include twenty-nine elementary schools, eight middle schools, one special education school, eight high schools, and one technical high school.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	2,276	*	*	99.3	✔		
Mathematics	90	80	2,253	31	*	90.2	✔		
Writing	96	90	2,223	32	*	96.6	✔		
Citizenship	92	85	2,257	25	*	88.5		✔	

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	1993 NUMBER EXEMPT	1993 PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.6	99.0	0	*	99.7	✔		
Mathematics	99	97	97.9	97.0	0	*	98.5		✔	
Writing	99	97	98.8	97.6	*	*	99.3	✔		
Citizenship	99	97	98.0	97.0	*	*	97.8		✔	
Passed All Tests	96	90	95.9	94.2	0	*	96.5	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	2,399	187	78	2.6	37.2			✔
	Mathematics	25	70	2,389	202	73	2.0	35.5			✔
	Social Studies	25	70	2,345	246	73	2.9	41.3			✔
	Science	25	70	2,346	245	73	2.9	38.9			✔
GRADE 5	Reading	25	70	2,320	154	78	3.1	27.1			✔
	Mathematics	25	70	2,309	168	75	7.2	50.0			✔
	Social Studies	25	70	2,280	197	75	5.5	40.3			✔
	Science	25	70	2,270	207	75	2.5	40.7			✔
GRADE 8	Reading	25	70	1,912	216	65	2.5	28.5			✔
	Mathematics	25	70	1,912	216	65	6.0	44.9			✔
	Social Studies	25	70	1,906	222	65	4.7	36.7			✔
	Science	25	70	1,835	293	65	2.2	33.0			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	96	94	95.2	95.3	95.5		✔	
Grades 7-12	96	94	93.2	92.9	93.1			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	33.8	35.5
More than 20 days	11.1	10.3

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 9-12	1.25	3.0	4.0	3.2	3.26			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	98	96	98.5	99.5	99.3	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	24.4	42.6	723	41.4
Approved Occupational Program Requirements	4.5	13.3	219	12.5
BOTH - University & Occupational Requirements	0.6	3.6	55	3.1

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	33.0	590	34.7
Attend a two year college	28.1	435	25.6
Attend a specialized school or pursue specialized training	3.1	43	2.5
Enter employment (related to high school program)	4.5	52	3.1
Enter employment (unrelated to high school program)	9.5	149	8.8
Enter the military	2.8	85	5.0
Enter full-time employment and school	4.0	49	2.9
Enter part-time employment and or school	12.1	237	13.9
Other and no response	2.9	62	3.6

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Harford
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	658	730
Kindergarten	2,804	2,759
Grades 1 - 6	16,125	16,693
Grades 7 - 12	12,894	13,254
Ungraded Special Education	387	357
Total Enrollment	32,868	33,793

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	3,098	9.7	2,599	7.9
Withdrawals	3,236	10.1	3,031	9.2

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	184	0.6	91	0.3
Chapter 1	2,530	7.7	1,783	5.3
Free/Reduced Price Meals	4,853	14.8	5,320	15.7
Special Education	2,901	8.8	3,693	10.9
Intensity I	390	13.4	447	12.1
Intensity II	1,104	38.1	1,461	39.6
Intensity III	704	24.3	943	25.5
Intensity IV	480	16.5	615	16.7
Intensity V	223	7.7	227	6.1

OTHER FACTORS	1992	1993
Wealth per pupil	$154,802	$162,624
Per pupil expenditure	$4,858	$5,007
Instructional staff per 1,000 pupils	59.3	60.1
Professional support staff per 1,000 pupils	8.4	8.8
Instructional assistants per 1,000 pupils	8.4	9.0
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	179

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	2,641	94.5	2,860	98.5

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census-Grade 3 Sample-Grades 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	64.8	2,718	65.4	55.5	2,716	57.0	59.5	2,719	60.2
Grade 5	59.6	208	60.0	54.4	204	59.0	60.5	208	59.5
Grade 8	55.5	257	63.6	51.8	257	63.3	47.7	258	60.3

School Improvement Notes

The Harford County Public School System is pleased to report significant improvement in the performance of students on the Maryland Functional Tests and the CTBS/4. This report demonstrates increases in the percent of high school students who passed functional tests in reading, mathematics, writing, and citizenship. We met the excellent standard on three of the four tests. Student performance also improved on the norm-referenced CTBS/4, with median national percentiles in reading comprehension and mathematics exceeding the national averages by ten or more points.

The development and implementation of a goal driven systemwide master plan for school improvement, curriculum, assessment, staff development, and parent/community involvement, supported by the Dimensions of Learning model, highlight the school system's efforts to provide the best possible teaching and learning environments for staff and students.

HOWARD

COUNTY PUBLIC SCHOOLS

Howard County, with a population of 207,055, is located in the center of the Baltimore-Washington corridor and includes the planned community of Columbia. The Board of Education is housed in Ellicott City, the County seat. The fifty-six public schools include thirty-one elementary schools, fourteen middle schools, eight comprehensive high schools, one school of technology, one special education school, and one alternative learning center.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	2,397	34	*	99.1	✔		
Mathematics	90	80	2,404	27	*	87.1		✔	
Writing	96	90	2,344	89	*	96.4	✔		
Citizenship	92	85	2,169	67	*	94.1	✔		

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	100.0	99.9	0	21	99.8	✔		
Mathematics	99	97	99.2	98.7	0	21	98.4		✔	
Writing	99	97	99.5	99.5	0	21	99.3	✔		
Citizenship	99	97	98.8	98.3	0	21	98.4		✔	
Passed All Tests	96	90	97.7	97.1	0	21	97.0	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	2,382	172	125	2.7	38.8			✔
	Mathematics	25	70	2,419	181	76	3.5	45.8			✔
	Social Studies	25	70	2,388	212	76	3.8	48.5			✔
	Science	25	70	2,390	210	76	3.1	46.9			✔
GRADE 5	Reading	25	70	2,284	123	89	5.1	39.2			✔
	Mathematics	25	70	2,289	137	65	12.1	62.3			✔
	Social Studies	25	70	2,271	155	65	6.5	47.7			✔
	Science	25	70	2,253	173	65	4.2	53.8			✔
GRADE 8	Reading	25	70	2,004	176	68	3.4	36.6			✔
	Mathematics	25	70	2,039	160	48	9.3	55.3			✔
	Social Studies	25	70	2,021	178	48	5.0	44.4			✔
	Science	25	70	1,977	222	48	4.6	45.0			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	95.7	96.1	96.1	✔		
Grades 7-12	96	94	93.0	94.5	94.5		✔	

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	39.8	39.3
More than 20 days	7.2	7.0

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	2.4	2.0	1.65		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	99.8	99.9	99.9	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	69.4	68.2	1,400	70.3
Approved Occupational Program Requirements	6.2	7.6	122	6.1
BOTH - University & Occupational Requirements	0.3	0.4	6	0.3

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	61.5	1,111	62.3
Attend a two year college	16.0	275	15.4
Attend a specialized school or pursue specialized training	1.2	16	0.9
Enter employment (related to high school program)	2.4	24	1.3
Enter employment (unrelated to high school program)	4.7	77	4.3
Enter the military	1.8	38	2.1
Enter full-time employment and school	1.6	41	2.3
Enter part-time employment and/or school	7.4	139	7.8
Other and no response	3.6	61	3.4

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Howard
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	131	114
Kindergarten	2,479	2,635
Grades 1 - 6	15,446	16,498
Grades 7 - 12	12,838	13,712
Ungraded Special Education	705	0
Total Enrollment	31,599	32,959

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	2,258	7.2	2,148	6.5
Withdrawals	2,349	7.4	2,110	6.4

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	453	1.4	431	1.3
Chapter 1	873	2.8	590	1.8
Free/Reduced Price Meals	1,858	5.9	2,202	6.7
Special Education	3,379	10.7	3,573	10.8
Intensity I	70	2.1	66	1.8
Intensity II	1,659	49.1	1,809	50.6
Intensity III	813	24.1	838	23.5
Intensity IV	548	16.2	565	15.8
Intensity V	289	8.6	295	8.3

OTHER FACTORS	1992	1993
Wealth per pupil	$259,359	$266,084
Per pupil expenditure	$6,695	$6,481
Instructional staff per 1,000 pupils	64.0	63.3
Professional support staff per 1,000 pupils	10.9	10.6
Instructional assistants per 1,000 pupils	13.3	13.3
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	182	179

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	2,549	97.4	2,778	98.6

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Sample - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	69.3	262	65.0	70.8	264	71.0	68.5	264	71.0
Grade 5	66.6	250	64.0	72.0	249	69.0	70.8	251	71.0
Grade 8	70.0	251	74.0	69.2	253	70.0	69.8	248	72.0

School Improvement Notes

For the second year, we have focused our human and financial resources on improving the school system climate, improving the performance of low or marginally achieving students, strengthening the linkage between school and home, and developing more effective means of assessing student performance.

We believe that the collaborative effort among students, parents, and teachers toward improving our school system and accomplishing these goals has enabled us to increase our excellent rankings from six to eight over the last two years and to meet all thirteen State standards again this year.

KENT

COUNTY PUBLIC SCHOOLS

Kent County, with a population of 17,842, is located on Maryland's Eastern Shore. The county is bordered by the Chesapeake Bay and the Chester and Sassafras Rivers. The Board of Education is housed in Chestertown, the County seat. The eight public schools include four elementary schools, three middle schools, and one comprehensive high school.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	220	*	*	99.1	✔		
Mathematics	90	80	220	*	*	80.5		✔	
Writing	96	90	210	*	*	98.6	✔		
Citizenship	92	85	214	*	*	86.0		✔	

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	100.0	100.0	0	0	100.0	✔		
Mathematics	99	97	99.3	98.1	0	0	98.6		✔	
Writing	99	97	99.3	98.7	0	0	100.0	✔		
Citizenship	99	97	99.3	96.2	0	0	98.6		✔	
Passed All Tests	96	90	98.6	94.9	0	0	97.9	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	198	*	*	6.3	44.2			✔
	Mathematics	25	70	199	*	*	2.4	31.1			✔
	Social Studies	25	70	196	*	*	9.2	47.1			✔
	Science	25	70	196	*	*	7.8	48.5			✔
GRADE 5	Reading	25	70	186	*	*	5.1	29.4			✔
	Mathematics	25	70	189	*	*	5.6	37.6			✔
	Social Studies	25	70	189	*	*	7.6	41.6			✔
	Science	25	70	186	*	*	5.1	38.1			✔
GRADE 8	Reading	25	70	189	*	*	0.5	26.4			✔
	Mathematics	25	70	192	*	*	2.5	31.8			✔
	Social Studies	25	70	193	*	*	5.0	38.8			✔
	Science	25	70	189	*	*	4.0	32.8			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	94.7	95.1	95.6		✔	
Grades 7-12	96	94	92.6	92.9	93.1			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	33.0	36.2
More than 20 days	11.5	10.6

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	5.0	3.1	3.24			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	97.4	99.0	99.2	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	38.9	42.5	65	41.4
Approved Occupational Program Requirements	44.4	23.3	45	28.7
BOTH - University & Occupational Requirements	15.3	4.1	3	1.9

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	37.4	47	32.6
Attend a two year college	19.7	29	20.1
Attend a specialized school or pursue specialized training	4.1	4	2.8
Enter employment (related to high school program)	3.4	12	8.3
Enter employment (unrelated to high school program)	9.5	21	14.6
Enter the military	3.4	2	1.4
Enter full-time employment and school	4.1	7	4.9
Enter part-time employment and or school	15.6	17	11.8
Other and no response	2.7	5	3.5

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Kent
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	84	140
Kindergarten	218	190
Grades 1 - 6	1,233	1,238
Grades 7 - 12	1,012	1,039
Ungraded Special Education	67	41
Total Enrollment	2,614	2,648

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	163	6.5	216	8.7
Withdrawals	179	7.1	198	7.9

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	47	1.8	46	1.7
Chapter 1	375	14.3	372	14.0
Free/Reduced Price Meals	721	27.6	777	29.3
Special Education	264	10.1	302	11.4
Intensity I	19	7.2	29	9.6
Intensity II	157	59.5	178	58.9
Intensity III	24	9.1	37	12.3
Intensity IV	44	16.7	42	13.9
Intensity V	20	7.6	*	5.3

OTHER FACTORS	1992	1993
Wealth per pupil	$207,428	$225,016
Per pupil expenditure	$5,753	$6,016
Instructional staff per 1,000 pupils	64.4	62.8
Professional support staff per 1,000 pupils	9.9	10.3
Instructional assistants per 1,000 pupils	13.8	12.5
Average length of school day for pupils	6.9	6.5
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	238	99.6	234	99.2

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	65.6	210	62.2	66.5	211	59.5	60.3	211	55.3
Grade 5	61.9	173	51.0	60.7	167	52.0	57.0	171	57.3
Grade 8	64.0	168	66.8	54.0	163	56.8	48.5	167	57.4

School Improvement Notes

Kent County continues to achieve success toward school improvement. Kent County proudly states that, for the second consecutive year, it continues to have one of the top writing scores in the State. Reading remains at an excellent level. We are pleased that we have reached at least a satisfactory level on all Maryland Functional Tests in both ninth and eleventh grades.

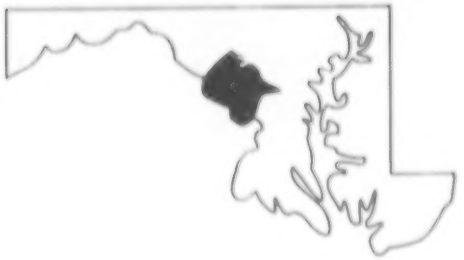
Kent County has added two additional inservice days and two Helping Teachers to provide staff development for the improvement of MSPAP achievement.

Site-based decision making continues to be a focus. Efforts to improve secondary school attendance and the dropout rate remain a priority.

The Kent County Public School System continues to have a comitment to provide a quality and equitable education for all children.

MONTGOMERY
COUNTY PUBLIC SCHOOLS

Montgomery County, with a population of approximately 768,000, is the most populous jurisdiction in Maryland. The County is a growing and increasingly diverse area of urban, suburban, and rural communities interlaced with technological and commercial centers. The Board of Education is located in Rockville, the County seat. The one hundred seventy-nine public schools include one hundred twenty-three elementary schools, twenty-six middle schools, one middle/high school, twenty high schools, one career education center, and eight special schools.



STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	7,437	*	340	98.9	✔		
Mathematics	90	80	7,451	*	317	91.1	✔		
Writing	96	90	7,137	56	430	97.0	✔		
Citizenship	92	85	7,104	*	206	92.9	✔		

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.3	99.2	0	277	99.3	✔		
Mathematics	99	97	97.6	97.8	0	277	97.7		✔	
Writing	99	97	97.6	98.2	0	529	98.5		✔	
Citizenship	99	97	96.2	94.9	0	245	95.6			✔
Passed All Tests	96	90	93.8	93.0	0	245	93.8		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	7,461	422	703	3.4	41.6			✔
	Mathematics	25	70	7,573	452	477	2.9	41.3			✔
	Social Studies	25	70	7,470	555	481	4.4	48.1			✔
	Science	25	70	7,478	547	475	3.9	46.7			✔
GRADE 5	Reading	25	70	7,073	365	576	5.4	38.0			✔
	Mathematics	25	70	7,251	328	396	12.6	62.3			✔
	Social Studies	25	70	7,122	457	399	6.2	45.3			✔
	Science	25	70	7,138	441	388	4.8	50.9			✔
GRADE 8	Reading	25	70	6,208	439	336	4.9	38.6			✔
	Mathematics	25	70	6,315	343	305	10.5	53.2			✔
	Social Studies	25	70	6,275	383	295	5.2	42.7			✔
	Science	25	70	6,149	509	295	7.2	43.3			✔

* Fewer Than 20 Students

** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	94.7	95.2	95.1		✔	
Grades 7-12	96	94	92.1	93.3	93.4			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	32.7	32.1
More than 20 days	11.0	10.9

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	2.9	2.3	1.82		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	99.1	99.7	99.8	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	60.5	61.4	3,992	62.1
Approved Occupational Program Requirements	3.8	7.4	462	7.2
BOTH - University & Occupational Requirements	1.7	3.2	187	2.9

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	59.8	3,440	61.6
Attend a two year college	15.7	796	14.3
Attend a specialized school or pursue specialized training	1.2	62	1.1
Enter employment (related to high school program)	1.7	90	1.6
Enter employment (unrelated to high school program)	3.7	259	4.6
Enter the military	2.0	132	2.4
Enter full-time employment and school	1.7	104	1.9
Enter part time employment and or school	8.4	486	8.7
Other and no response	5.8	214	3.8

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Montgomery

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	2,006	2,061
Kindergarten	8,823	9,149
Grades 1 - 6	50,492	51,373
Grades 7 - 12	41,853	43,072
Ungraded Special Education	4,225	4,382
Total Enrollment	107,399	110,037

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	10,262	9.7	10,221	9.5
Withdrawals	10,254	9.7	9,916	9.2

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	6,041	5.6	5,674	5.2
Chapter 1	5,663	5.3	5,637	5.1
Free/Reduced Price Meals	18,230	17.0	20,525	18.7
Special Education	10,321	9.6	10,832	9.8
Intensity I	764	7.4	795	7.3
Intensity II	4,312	41.8	4,505	41.6
Intensity III	1,111	10.8	1,324	12.2
Intensity IV	2,296	22.2	2,323	21.4
Intensity V	1,838	17.8	1,885	17.4

OTHER FACTORS	1992	1993
Wealth per pupil	$360,629	$375,093
Per pupil expenditure	$7,591	$7,377
Instructional staff per 1,000 pupils	62.8	62.2
Professional support staff per 1,000 pupils	10.4	10.5
Instructional assistants per 1,000 pupils	13.6	14.1
Average length of school day for pupils	6.1	6.2
Length of school year for pupils	184	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	8,752	92.7	8,891	100.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Sample Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	62.6	252	63.0	60.8	249	59.0	65.0	250	63.0
Grade 5	63.5	246	67.0	69.4	247	63.0	62.3	246	61.0
Grade 8	68.3	244	73.0	63.0	246	66.0	57.3	237	70.0

School Improvement Notes

The Montgomery County Public School System's Success for Every Student plan guides our efforts in providing instruction and support for students. In the thirteen Maryland School Performance Program areas that have been in place for three years, our schools met the excellent standard on six and satisfactory standard on five. We have achieved the excellent standard in all four areas for grade nine on the Maryland Functional Tests, and students in all racial/ethnic groups have achieved the satisfactory standard in all areas except mathematics. We have worked on instructional strategies and performance assessments that encourage our students to achieve and to meet the high expectations of our community and the Maryland School Performance Program.

PRINCE GEORGE'S

COUNTY PUBLIC SCHOOLS

Prince George's County, with a population of nearly 750,000, is located in the Maryland suburbs of Washington, D.C. It is the largest school system in Maryland and the seventeenth largest in the United States. The County embraces its history and diversity, from its metropolitan locales to its suburban and rural areas. The Board of Education is housed in Upper Marlboro, the County seat. The one hundred seventy-three public schools include one hundred seventeen elementary schools, twenty-five middle schools, twenty high schools, two vocational schools, and nine special education centers.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	8,123	258	118	97.3	✔		
Mathematics	90	80	8,209	215	77	70.6			✔
Writing	96	90	7,682	832	0	96.8	✔		
Citizenship	92	85	8,037	280	191	77.7			✔

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.6	99.5	0	*	99.6	✔		
Mathematics	99	97	95.5	94.1	0	*	93.6			✔
Writing	99	97	98.7	98.7	0	0	98.8		✔	
Citizenship	99	97	95.9	95.4	*	*	94.9			✔
Passed All Tests	96	90	92.2	90.4	0	0	89.6			✔

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	7,148	641	734	0.9	19.4			✔
	Mathematics	25	70	7,172	628	722	0.4	13.9			✔
	Social Studies	25	70	7,027	773	723	0.8	21.4			✔
	Science	25	70	7,031	769	723	0.7	19.3			✔
GRADE 5	Reading	25	70	7,234	613	683	2.1	18.3			✔
	Mathematics	25	70	7,292	560	678	2.1	28.9			✔
	Social Studies	25	70	7,159	693	675	1.4	19.5			✔
	Science	25	70	7,083	769	675	0.6	20.2			✔
GRADE 8	Reading	25	70	6,444	765	483	0.8	13.7			✔
	Mathematics	25	70	6,538	679	475	1.1	17.2			✔
	Social Studies	25	70	6,510	707	475	0.8	15.7			✔
	Science	25	70	6,341	876	475	0.9	12.4			✔

* Fewer Than 20 Students

** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	94.6	94.8	95.1		✔	
Grades 7-12	96	94	88.8	89.6	90.0			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	27.1	28.6
More than 20 days	19.0	17.3

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	4.0	3.9	4.29			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	98.8	99.0	99.3	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	45.6	31.6	2,578	41.3
Approved Occupational Program Requirements	6.0	19.0	944	15.1
BOTH - University & Occupational Requirements	2.7	2.6	319	5.1

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	37.5	2,325	39.1
Attend a two year college	16.4	996	16.8
Attend a specialized school or pursue specialized training	4.0	209	3.5
Enter employment (related to high school program)	4.9	209	3.5
Enter employment (unrelated to high school program)	8.2	431	7.3
Enter the military	3.5	223	3.8
Enter full-time employment and school	3.0	185	3.1
Enter part-time employment and or school	15.0	814	13.7
Other and no response	7.5	547	9.2

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Prince George's
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	1,880	2,088
Kindergarten	7,823	7,992
Grades 1 - 6	52,117	52,335
Grades 7 - 12	46,568	47,393
Ungraded Special Education	3,264	3,324
Total Enrollment	111,652	113,132

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	18,196	16.7	17,826	16.2
Withdrawals	16,803	15.4	16,709	15.2

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	2,601	2.4	2,840	2.5
Chapter 1	6,970	6.2	7,669	6.8
Free/Reduced Price Meals	31,943	28.6	38,605	34.1
Special Education	10,221	9.2	10,428	9.2
Intensity I	663	6.5	668	6.4
Intensity II	3,040	29.7	2,900	27.8
Intensity III	2,577	25.2	2,574	24.7
Intensity IV	1,679	16.4	1,873	18.0
Intensity V	2,262	22.1	2,413	23.1

OTHER FACTORS	1992	1993
Wealth per pupil	$186,596	$194,124
Per pupil expenditure	$5,803	$5,637
Instructional staff per 1,000 pupils	57.6	57.8
Professional support staff per 1,000 pupils	7.8	7.8
Instructional assistants per 1,000 pupils	7.3	7.4
Average length of school day for pupils	6.1	6.2
Length of school year for pupils	180	179

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	8,502	95.3	8,522	97.1

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Sample - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	44.1	800	42.0	39.5	800	37.0	34.6	800	34.0
Grade 5	36.3	806	32.0	36.8	806	35.0	37.5	806	36.0
Grade 8	42.6	735	43.0	41.6	735	38.0	32.2	735	34.0

School Improvement Notes

The Prince George's County Public School System has established priority goals related to student achievement and performance, and to participation in a safe, orderly, and supportive school climate. Student achievement in reading, writing, mathematics, social studies, and science is enhanced by initiatives such as Equity 2000, the ATLAS New American Schools Project, and the National Science Foundation's collaborative partnership program to increase the number of minority students who are prepared for careers in science. Student performance reflects the application of higher order thinking skills in all curricular areas. School system curricula and learning climate reflect and support a multicultural perspective.

QUEEN ANNE'S

COUNTY PUBLIC SCHOOLS

Queen Anne's County, with a population of 36,700, is located on Maryland's Eastern Shore, east of Annapolis. The Board of Education is housed in Centreville, the County seat. The ten public schools include six elementary schools, three middle schools, and one secondary school.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	385	*	*	99.2	✔		
Mathematics	90	80	386	0	*	89.4		✔	
Writing	96	90	380	*	0	96.8	✔		
Citizenship	92	85	385	0	*	90.9		✔	

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	1993 NUMBER EXEMPT	1993 PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	100.0	99.7	0	*	100.0	✔		
Mathematics	99	97	99.6	97.2	0	*	99.1	✔		
Writing	99	97	99.2	97.7	0	*	99.4	✔		
Citizenship	99	97	99.6	99.0	0	*	99.7	✔		
Passed All Tests	96	90	98.9	96.0	0	*	98.5	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	428	22	23	3.8	40.9			✔
	Mathematics	25	70	440	29	*	1.3	37.3			✔
	Social Studies	25	70	435	34	*	2.8	40.5			✔
	Science	25	70	437	32	*	3.2	44.3			✔
GRADE 5	Reading	25	70	387	30	24	4.3	30.7			✔
	Mathematics	25	70	413	24	*	4.3	37.8			✔
	Social Studies	25	70	401	36	*	5.3	32.7			✔
	Science	25	70	402	35	*	1.4	34.3			✔
GRADE 8	Reading	25	70	328	20	29	2.0	27.3			✔
	Mathematics	25	70	329	29	*	4.5	40.8			✔
	Social Studies	25	70	327	31	*	8.1	38.5			✔
	Science	25	70	321	37	*	4.5	37.2			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	95	94	94.8	95.3	95.5		✔	
Grades 7-12	96	94	92.1	93.2	92.2			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	29.6	28.9
More than 20 days	9.2	11.1

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 9-12	1.25	3.0	5.3	2.9	2.94		✔	

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	98	96	99.0	99.5	99.7	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	40.7	37.4	162	48.9
Approved Occupational Program Requirements	36.1	24.6	67	20.2
BOTH - University & Occupational Requirements	2.1	1.3	4	1.2

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	23.3	97	30.8
Attend a two year college	19.7	65	20.6
Attend a specialized school or pursue specialized training	3.6	4	1.3
Enter employment (related to high school program)	11.6	23	7.3
Enter employment (unrelated to high school program)	12.4	37	11.7
Enter the military	4.4	8	2.5
Enter full-time employment and school	2.4	18	5.7
Enter part-time employment and/or school	15.7	44	14.0
Other and no response	6.8	19	6.0

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Queen Anne's
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	133	134
Kindergarten	474	461
Grades 1 - 6	2,715	2,783
Grades 7 - 12	2,206	2,359
Ungraded Special Education	13	15
Total Enrollment	5,541	5,752

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	411	7.6	336	6.0
Withdrawals	372	6.9	355	6.3

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	*	0.3	27	0.5
Chapter 1	555	10.0	595	10.3
Free/Reduced Price Meals	1,121	20.2	1,318	22.9
Special Education	631	11.4	607	10.6
Intensity I	108	17.1	149	24.5
Intensity II	170	26.9	153	25.2
Intensity III	181	28.7	165	27.2
Intensity IV	139	22.0	90	14.8
Intensity V	33	5.2	50	8.2

OTHER FACTORS	1992	1993
Wealth per pupil	$206,254	$217,639
Per pupil expenditure	$5,358	$5,592
Instructional staff per 1,000 pupils	61.9	61.7
Professional support staff per 1,000 pupils	10.8	9.9
Instructional assistants per 1,000 pupils	10.7	10.8
Average length of school day for pupils	6.5	6.1
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	541	99.4	484	99.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	60.0	465	59.9	56.8	475	53.5	60.9	475	60.0
Grade 5	44.9	459	53.6	43.9	457	42.4	46.3	458	57.0
Grade 8	57.0	391	63.3	47.0	391	51.6	48.6	389	56.0

School Improvement Notes

The Queen Anne's County Public School System is pleased to note improvement in most data areas reported. This improvement is directly attributable to the school improvement teams operating in each of our schools. These school teams examined student data, identified school needs, and implemented strategies that would enable them to meet those needs. School improvement plans have now been developed by each school, and we believe that these plans will have a positive effect on all reported areas.

This past year, our system began to focus on the correlates of Effective Schools and to link them to the various principles of Total Quality Management. We will continue this systemwide thrust as we work toward improved student achievement.

We wish to applaud our entire school community whose combined efforts are the reason for our past successes. It is through these combined efforts that we will continue to move forward in the coming year.

ST. MARY'S

COUNTY PUBLIC SCHOOLS

St. Mary's County, with a population of 80,800, is located at the confluence of the Potomac and Patuxent Rivers and the Chesapeake Bay, southeast of Washington, D.C. The Board of Education is housed in Leonardtown, the County seat. The twenty-four public schools include sixteen elementary schools, four middle schools, three high schools, and one technical center.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	909	*	*	97.8	✔		
Mathematics	90	80	905	*	*	76.4			✔
Writing	96	90	892	*	*	93.5		✔	
Citizenship	92	85	900	*	*	85.0		✔	

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	1993 NUMBER EXEMPT	1993 PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.5	99.7	0	*	99.5	✔		
Mathematics	99	97	96.5	96.8	*	*	96.5			✔
Writing	99	97	95.1	98.5	0	*	98.9		✔	
Citizenship	99	97	96.7	97.6	*	*	97.9		✔	
Passed All Tests	96	90	91.2	94.6	0	*	94.5		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	893	70	67	1.5	24.7			✔
	Mathematics	25	70	883	83	60	0.9	20.6			✔
	Social Studies	25	70	876	90	60	1.0	26.9			✔
	Science	25	70	871	95	60	1.3	25.5			✔
GRADE 5	Reading	25	70	882	62	45	2.4	26.3			✔
	Mathematics	25	70	880	67	42	3.2	37.5			✔
	Social Studies	25	70	860	87	42	3.3	31.2			✔
	Science	25	70	861	86	42	1.6	32.4			✔
GRADE 8	Reading	25	70	715	90	24	0.5	18.8			✔
	Mathematics	25	70	671	137	21	2.7	25.9			✔
	Social Studies	25	70	674	134	21	1.7	24.0			✔
	Science	25	70	657	151	21	2.8	23.1			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT
Grades 1-6	96	94	94.2	95.4	95.6		✔	
Grades 7-12	96	94	90.1	93.1	93.6			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	34.4	38.2
More than 20 days	11.9	10.6

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 9-12	1.25	3.0	7.2	5.4	4.16			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	98	96	98.5	99.2	99.5	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	33.7	34.8	274	40.7
Approved Occupational Program Requirements	11.8	21.8	139	20.7
BOTH - University & Occupational Requirements	1.9	1.8	33	4.9

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	22.2	198	29.1
Attend a two year college	16.0	91	13.4
Attend a specialized school or pursue specialized training	4.0	35	5.1
Enter employment (related to high school program)	11.2	57	8.4
Enter employment (unrelated to high school program)	11.5	62	9.1
Enter the military	9.1	70	10.3
Enter full-time employment and school	3.3	27	4.0
Enter part-time employment and/or school	13.6	105	15.4
Other and no response	9.0	36	5.3

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

St. Mary's

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	404	435
Kindergarten	1,026	1,057
Grades 1 - 6	6,165	6,131
Grades 7 - 12	5,012	5,017
Ungraded Special Education	348	379
Total Enrollment	12,955	13,019

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	1,876	15.1	1,818	14.8
Withdrawals	2,743	22.1	2,609	21.2

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	25	0.2	48	0.4
Chapter 1	663	5.1	729	5.6
Free/Reduced Price Meals	2,765	21.3	3,080	23.7
Special Education	1,716	13.2	1,703	13.1
Intensity I	82	4.8	83	4.9
Intensity II	738	43.0	722	42.4
Intensity III	503	29.3	491	28.8
Intensity IV	338	19.7	354	20.8
Intensity V	55	3.2	53	3.1

OTHER FACTORS	1992	1993
Wealth per pupil	$145,501	$153,418
Per pupil expenditure	$5,179	$5,668
Instructional staff per 1,000 pupils	65.3	65.1
Professional support staff per 1,000 pupils	10.3	9.9
Instructional assistants per 1,000 pupils	7.4	7.6
Average length of school day for pupils	6.8	6.8
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	1,030	98.2	991	99.1

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grade 3 Sample - Grades 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	45.8	992	45.0	41.5	983	39.0	45.5	1,008	39.0
Grade 5	44.1	258	46.0	44.2	259	44.0	42.0	258	46.0
Grade 8	45.0	260	49.0	40.6	258	39.0	38.7	259	44.0

School Improvement Notes

The St. Mary's County Public School System is pleased that our ninth grade students improved their performance on the Maryland Writing Test by thirty points in two years and on the Maryland Citizenship Test by ten points in two years. The system also maintained its excellent status on the Maryland Functional Reading Test.

Significant reductions have been made in the dropout rate, and the number of students prepared to enter higher education continued to increase. Focus in the 1993-1994 school year will be on increasing partnerships with the community and on making continuous progress in all assessed areas, particularly in mathematics and in the MSPAP. Staff development will be based on Dimensions of Learning and performance assessment. "Roots and Wings," one of eleven national projects designed to "break the mold" of elementary education, will be implemented. The Tech Prep high school program of studies will be refined to enable more students to successfully complete rigorous courses.

SOMERSET

COUNTY PUBLIC SCHOOLS

Somerset County, with a population of 22,350, is located on the Eastern Shore and is the State's southernmost county. The Chesapeake Bay forms its western boundary and Virginia its southern boundary. The Board of Education is housed in Princess Anne, the County seat. The thirteen public schools include five elementary schools, two elementary/middle combined schools, two middle schools, two secondary schools, one technology/career center, and one special school.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	256	*	*	98.4	✔		
Mathematics	90	80	257	*	*	87.2		✔	
Writing	96	90	246	*	*	90.7		✔	
Citizenship	92	85	254	*	*	84.3			✔

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.4	100.0	0	0	99.5	✔		
Mathematics	99	97	97.8	97.2	0	0	98.1		✔	
Writing	99	97	96.7	96.7	0	0	99.1	✔		
Citizenship	99	97	96.7	98.1	0	0	96.8			✔
Passed All Tests	96	90	92.8	94.8	0	0	95.3		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	211	27	*	1.3	25.2			✔
	Mathematics	25	70	215	23	*	1.3	21.0			✔
	Social Studies	25	70	211	27	*	0.4	28.2			✔
	Science	25	70	212	26	*	1.7	31.1			✔
GRADE 5	Reading	25	70	246	22	*	2.2	12.7			✔
	Mathematics	25	70	243	25	*	1.9	22.4			✔
	Social Studies	25	70	245	23	*	1.5	22.4			✔
	Science	25	70	237	31	*	0.7	20.5			✔
GRADE 8	Reading	25	70	229	21	*	0.4	15.6			✔
	Mathematics	25	70	231	*	*	1.6	18.8			✔
	Social Studies	25	70	229	21	*	2.4	22.4			✔
	Science	25	70	223	27	*	1.6	15.6			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	94.1	94.4	95.0		✔	
Grades 7-12	96	94	92.5	91.6	92.2			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	25.7	27.6
More than 20 days	16.1	13.9

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	8.0	5.7	5.34			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	96.4	98.8	98.5	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	23.3	25.4	51	25.4
Approved Occupational Program Requirements	41.5	46.9	91	45.0
BOTH - University & Occupational Requirements	0	4.5	12	5.9

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	33.0	67	33.2
Attend a two year college	14.8	17	8.4
Attend a specialized school or pursue specialized training	5.1	7	3.5
Enter employment (related to high school program)	8.5	22	10.9
Enter employment (unrelated to high school program)	11.4	26	12.9
Enter the military	5.1	20	9.9
Enter full-time employment and school	3.4	8	4.0
Enter part-time employment and/or school	17.6	26	12.9
Other and no response	1.1	9	4.5

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Somerset
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	143	136
Kindergarten	238	236
Grades 1 - 6	1,543	1,528
Grades 7 - 12	1,444	1,497
Ungraded Special Education	32	32
Total Enrollment	3,400	3,429

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	232	7.2	238	7.3
Withdrawals	263	8.2	291	9.0

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	*	0.3	*	0.4
Chapter 1	459	13.5	480	14.0
Free/Reduced Price Meals	1,747	51.4	1,785	52.1
Special Education	397	11.7	398	11.6
Intensity I	76	19.1	79	19.8
Intensity II	133	33.5	129	32.4
Intensity III	97	24.4	97	24.4
Intensity IV	52	13.1	55	13.8
Intensity V	39	9.8	38	9.5

OTHER FACTORS	1992	1993
Wealth per pupil	$103,937	$108,706
Per pupil expenditure	$5,110	$4,938
Instructional staff per 1,000 pupils	61.2	60.9
Professional support staff per 1,000 pupils	8.2	9.6
Instructional assistants per 1,000 pupils	12.4	13.7
Average length of school day for pupils	6.6	6.5
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	250	95.1	242	98.0

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census Grades 3,5,8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	42.8	198	42.5	47.5	197	41.5	47.3	196	41.6
Grade 5	31.4	221	35.3	36.0	219	37.0	26.3	224	30.9
Grade 8	47.4	247	50.8	42.5	247	44.5	33.4	245	34.0

School Improvement Notes

Somerset County continues to exhibit a strong commitment to academic excellence for all students. We are extremely proud of our students, teachers, support staff, administrators, and supervisors who have focused their efforts toward achieving marked improvement in all areas measured. Standards were met this year in all Maryland Functional Tests with the exception of citizenship, and, even in that test, the standard was missed by less than one percent in both the ninth and eleventh grades. Our motto, "Success-Nothing Less," symbolizes our commitment to academic achievement and high expectations for our students. We will continue to direct our efforts toward achieving the State standards by 1995.

TALBOT

COUNTY PUBLIC SCHOOLS

Talbot County, with a population of 30,549, is centrally located on the Eastern Shore with the Chesapeake Bay forming its western boundary. The Board of Education is housed in Easton, the County seat. The nine public schools include six elementary, one middle, one middle/high combined, and one high school.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	323	*	0	98.5	✔		
Mathematics	90	80	325	*	0	72.9			✔
Writing	96	90	314	*	0	89.8			✔
Citizenship	92	85	321	*	0	85.0		✔	

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.0	99.5	0	*	98.0		✔	
Mathematics	99	97	96.7	98.1	0	*	97.5		✔	
Writing	99	97	97.1	99.5	0	*	96.0			✔
Citizenship	99	97	96.2	98.1	0	*	95.5			✔
Passed All Tests	96	90	91.9	95.2	0	*	93.0		✔	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	337	24	*	2.8	24.7			✔
	Mathematics	25	70	339	25	*	1.9	27.2			✔
	Social Studies	25	70	335	29	*	1.4	31.3			✔
	Science	25	70	335	29	*	1.6	31.0			✔
GRADE 5	Reading	25	70	352	*	*	2.4	23.7			✔
	Mathematics	25	70	359	*	*	2.4	36.4			✔
	Social Studies	25	70	355	*	*	2.2	29.9			✔
	Science	25	70	348	23	*	1.1	29.6			✔
GRADE 8	Reading	25	70	267	46	*	1.0	23.0			✔
	Mathematics	25	70	275	38	*	1.9	30.0			✔
	Social Studies	25	70	273	40	*	4.2	33.5			✔
	Science	25	70	263	50	*	1.0	26.2			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	95.2	95.1	95.1		✔	
Grades 7-12	96	94	92.2	92.6	92.2			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	29.9	28.7
More than 20 days	11.8	11.5

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	5.4	5.1	4.95			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	99.6	98.6	97.9		✔	

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	30.6	46.3	136	66.0
Approved Occupational Program Requirements	17.6	11.5	11	5.3
BOTH - University & Occupational Requirements	1.4	3.1	2	1.0

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	37.9	79	38.3
Attend a two year college	14.0	27	13.1
Attend a specialized school or pursue specialized training	3.7	11	5.3
Enter employment (related to high school program)	7.9	8	3.9
Enter employment (unrelated to high school program)	15.9	23	11.2
Enter the military	4.2	17	8.3
Enter full-time employment and school	2.8	13	6.3
Enter part-time employment and/or school	9.8	24	11.7
Other and no response	3.7	4	1.9

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Talbot

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	100	86
Kindergarten	335	314
Grades 1 - 6	2,065	2,136
Grades 7 - 12	1,668	1,687
Ungraded Special Education	28	17
Total Enrollment	4,196	4,240

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	282	6.9	389	9.5
Withdrawals	312	7.7	323	7.9

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	*	0.4	*	0.1
Chapter 1	101	2.4	397	9.4
Free/Reduced Price Meals	873	20.8	916	21.6
Special Education	380	9.1	386	9.1
Intensity I	52	13.7	45	11.7
Intensity II	179	47.1	198	51.3
Intensity III	84	22.1	89	23.1
Intensity IV	53	13.9	40	10.4
Intensity V	*	3.2	*	3.6

OTHER FACTORS	1992	1993
Wealth per pupil	$337,138	$357,708
Per pupil expenditure	$5,326	$5,307
Instructional staff per 1,000 pupils	69.2	66.0
Professional support staff per 1,000 pupils	11.3	9.6
Instructional assistants per 1,000 pupils	9.1	13.0
Average length of school day for pupils	6.8	6.8
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	380	99.5	369	96.1

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	52.0	328	54.0	53.0	325	50.0	51.0	326	43.0
Grade 5	46.0	331	48.0	48.0	330	50.0	47.0	329	50.0
Grade 8	60.0	315	54.0	56.0	314	47.0	45.0	315	41.0

School Improvement Notes

Talbot County continues to demonstrate growth on its annual performance report. We met the excellent standard on one and the satisfactory standard on six of the original thirteen data-based areas. Our dropout rate continues to decline.

Talbot County has made strong efforts to implement Outcome-Based Education and mastery learning, to restructure the high school program, to revise curricula to reflect new State outcomes, and to build strong school improvement teams. More of our students are learning, growing, and succeeding than ever before.

WASHINGTON

COUNTY PUBLIC SCHOOLS

Washington County, with a population of 120,000, is located in western Maryland. The Board of Education is housed in Hagerstown, the County seat. The forty-four public schools include twenty-four elementary, seven middle, one middle/senior, one vocational, and six high schools. The schools also include one outdoor education, one alternative, one early childhood, and two special education centers.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	1,326	*	*	98.6	✔		
Mathematics	90	80	1,328	0	*	81.9		✔	
Writing	96	90	1,310	*	*	95.2		✔	
Citizenship	92	85	1,228	0	*	93.2	✔		

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.8	99.4	0	*	99.9	✔		
Mathematics	99	97	97.7	97.3	0	*	98.0		✔	
Writing	99	97	98.4	97.8	0	*	99.2	✔		
Citizenship	99	97	96.6	96.7	0	*	98.3		✔	
Passed All Tests	96	90	94.2	93.6	0	*	96.4	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	1,268	99	70	1.0	26.1			✔
	Mathematics	25	70	1,293	86	51	1.1	26.7			✔
	Social Studies	25	70	1,274	105	51	1.3	31.5			✔
	Science	25	70	1,258	121	51	1.4	25.8			✔
GRADE 5	Reading	25	70	1,266	78	64	2.6	19.7			✔
	Mathematics	25	70	1,263	88	53	4.3	39.5			✔
	Social Studies	25	70	1,248	103	53	2.2	27.2			✔
	Science	25	70	1,246	105	53	1.3	32.5			✔
GRADE 8	Reading	25	70	1,119	105	42	1.6	25.4			✔
	Mathematics	25	70	1,130	95	41	2.4	34.4			✔
	Social Studies	25	70	1,115	110	41	1.6	29.1			✔
	Science	25	70	1,094	131	41	1.8	27.1			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	95.3	96.0	98.5	✔		
Grades 7-12	96	94	93.4	95.0	94.8		✔	

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	38.4	37.3
More than 20 days	4.5	4.7

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	4.3	3.3	3.64			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	98.9	98.2	98.0	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	33.4	31.5	282	29.4
Approved Occupational Program Requirements	29.9	29.7	294	30.7
BOTH - University & Occupational Requirements	1.7	2.5	12	1.3

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	23.1	201	21.0
Attend a two year college	22.5	246	25.7
Attend a specialized school or pursue specialized training	3.6	27	2.8
Enter employment (related to high school program)	9.2	105	11.0
Enter employment (unrelated to high school program)	14.0	138	14.4
Enter the military	6.3	46	4.8
Enter full-time employment and school	3.4	29	3.0
Enter part-time employment and/or school	12.6	108	11.3
Other and no response	5.2	58	6.1

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Washington
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	331	367
Kindergarten	1,460	1,597
Grades 1 - 6	8,864	8,935
Grades 7 - 12	7,276	7,609
Ungraded Special Education	161	170
Total Enrollment	18,092	18,678

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	1,765	10.0	1,794	9.8
Withdrawals	1,757	9.9	1,807	9.9

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	156	0.9	149	0.8
Chapter 1	1,252	6.9	1,521	8.1
Free/Reduced Price Meals	5,103	28.2	5,400	28.9
Special Education	2,564	14.2	2,664	14.3
Intensity I	517	20.2	548	20.6
Intensity II	1,045	40.8	1,039	39.0
Intensity III	496	19.3	550	20.6
Intensity IV	349	13.6	345	13.0
Intensity V	157	6.1	182	6.8

OTHER FACTORS	1992	1993
Wealth per pupil	$150,595	$158,724
Per pupil expenditure	$5,183	$5,307
Instructional staff per 1,000 pupils	64.1	64.5
Professional support staff per 1,000 pupils	9.6	9.9
Instructional assistants per 1,000 pupils	10.2	8.2
Average length of school day for pupils	6.4	6.5
Length of school year for pupils	180	177

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	1,545	98.5	1,572	99.6

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5 Sample- Grades 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	53.6	1,457	55.2	48.3	1,449	53.1	46.0	1,449	55.7
Grade 5	47.8	1,339	53.8	50.1	1,335	54.7	48.7	1,333	53.9
Grade 8	58.8	423	54.0	50.2	420	50.0	50.7	424	55.3

School Improvement Notes

We celebrate a number of 1992-1993 accomplishments. From 1990 to 1993, we have improved to the point of achieving excellent or satisfactory ratings on all ninth and eleventh grade Maryland Functional Tests. We are particularly pleased that we have met the excellent standard for eleventh grade students who have passed all tests.

We are pleased that the rate of eighth grade students completing algebra has shown a steady increase form 35.5% in 1990 to 52.2% in 1992-1993.

In spite of a slight decrease in our secondary attendance rate, we are pleased that we have maintained a satisfactory or better rating from 1991 to 1993.

Business partners and parent volunteers have played a positive and productive role in our successes.

WICOMICO

COUNTY PUBLIC SCHOOLS

Wicomico County, with a population of 74,300, is located on the Eastern Shore with the Chesapeake Bay on the west and Delaware on the north. The Board of Education is housed in Salisbury, the County seat. The twenty-six public schools include sixteen elementary, one elementary/middle, two middle, one middle/high, three high, one career technology, and two alternative schools.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	876	*	*	98.1	✔		
Mathematics	90	80	875	*	*	78.7			✔
Writing	96	90	849	32	*	94.9		✔	
Citizenship	92	85	868	*	*	87.9		✔	

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.4	99.9	0	*	100.0	✔		
Mathematics	99	97	98.3	99.3	0	*	98.7		✔	
Writing	99	97	97.9	99.4	0	*	99.6	✔		
Citizenship	99	97	98.7	99.0	0	*	98.2		✔	
Passed All Tests	96	90	96.3	98.2	0	*	96.6	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	952	87	83	1.1	23.8			✔
	Mathematics	25	70	964	77	49	0.8	21.3			✔
	Social Studies	25	70	942	99	49	0.5	26.8			✔
	Science	25	70	946	95	49	1.0	28.1			✔
GRADE 5	Reading	25	70	912	63	50	1.5	19.8			✔
	Mathematics	25	70	895	80	36	1.9	33.9			✔
	Social Studies	25	70	884	91	36	1.7	26.7			✔
	Science	25	70	890	85	36	0.8	27.6			✔
GRADE 8	Reading	25	70	728	98	26	0.5	13.9			✔
	Mathematics	25	70	745	82	25	2.4	26.0			✔
	Social Studies	25	70	733	94	25	1.3	21.0			✔
	Science	25	70	718	109	25	1.2	20.2			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 1-6	96	94	94.9	95.2	95.1		✔	
Grades 7-12	96	94	92.2	92.8	92.7			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	32.4	31.2
More than 20 days	10.3	10.2

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	EX	SAT	NOT MET
Grades 9-12	1.25	3.0	6.4	6.1	5.44			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	EX	SAT	NOT MET
Grades 1-6	98	96	96.6	97.0	97.4		✔	

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992* Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	47.7	44.5	307	45.4
Approved Occupational Program Requirements	24.6	25.5	155	22.9
BOTH - University & Occupational Requirements	2.8	2.1	19	2.8

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	37.9	262	39.9
Attend a two year college	11.5	85	12.9
Attend a specialized school or pursue specialized training	3.4	18	2.7
Enter employment (related to high school program)	10.7	65	9.9
Enter employment (unrelated to high school program)	12.6	61	9.3
Enter the military	5.7	32	4.9
Enter full-time employment and school	2.8	22	3.3
Enter part-time employment and/or school	11.6	83	12.6
Other and no response	3.7	29	4.4

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Wicomico

SUPPORTING INFORMATION

School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	136	145
Kindergarten	997	987
Grades 1 - 6	6,700	6,753
Grades 7 - 12	5,131	5,269
Ungraded Special Education	110	120
Total Enrollment	13,074	13,274

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	1,172	9.1	1,185	9.1
Withdrawals	1,303	10.1	1,379	10.6

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	154	1.2	128	1.0
Chapter 1	1,890	14.5	1,681	12.7
Free/Reduced Price Meals	3,253	24.5	3,902	29.4
Special Education	1,356	10.4	1,419	10.7
Intensity I	102	7.5	89	6.3
Intensity II	676	49.9	646	45.5
Intensity III	343	25.3	374	26.4
Intensity IV	87	6.4	156	11.0
Intensity V	148	10.9	154	10.9

OTHER FACTORS	1992	1993
Wealth per pupil	$141,766	$146,014
Per pupil expenditure	$4,923	$5,039
Instructional staff per 1,000 pupils	63.9	64.7
Professional support staff per 1,000 pupils	7.7	7.3
Instructional assistants per 1,000 pupils	13.1	12.4
Average length of school day for pupils	7.0	7.0
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	1,177	91.0	1,182	93.5

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	58.5	1,046	54.8	54.3	1,059	53.1	59.7	1,056	57.9
Grade 5	50.5	1,066	46.5	51.5	1,081	50.0	48.1	1,082	49.3
Grade 8	50.3	887	59.0	45.1	868	49.4	40.9	875	49.3

School Improvement Notes

As we move into the fourth year of this report, the Wicomico County School System continues to meet, exceed, or grow toward standards established by the Maryland School Performance Program. This year we met ten of the original thirteen standards; performed well in the norm-referenced assessment; and raised our SAT scores to a county total of 910, surpassing the State and national averages. We are especially pleased to maintain a high program completion rate for graduates, while lowering the dropout rate by almost one percentage point. The county is in the process of revising its curriculum, extending staff development, and improving instructional strategies to meet the standards on the MSPAP. A school improvement team is functioning in each of our schools, charged with meeting the standards set for the year 2000.

WORCESTER

COUNTY PUBLIC SCHOOLS

Worcester County, with a population of 35,028, is located on the Eastern Shore. Its borders are formed by the Atlantic Ocean on the east, Delaware to the north, and Virginia to the south. Ocean City is its famous beach resort. The Board of Education is housed in Newark. The thirteen public schools include five elementary schools, three middle/combined schools, three secondary schools, one special learning center, and one career/technology center.

STUDENT PERFORMANCE

School Year 1992-1993

ASSESSED STUDENT KNOWLEDGE

MD FUNCTIONAL TESTS GRADE 9 STATUS	STANDARD % EX	STANDARD % SAT	1993** NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	455	0	*	97.4	✔		
Mathematics	90	80	454	*	*	89.2		✔	
Writing	96	90	441	*	*	96.1	✔		
Citizenship	92	85	449	*	*	85.5		✔	

MD FUNCTIONAL TESTS GRADE 11 STATUS	STANDARD % EX	STANDARD % SAT	1991** %	1992 %	1993 NUMBER REFUSED	1993 NUMBER EXEMPT	1993 PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.4	100.0	0	*	100.0	✔		
Mathematics	99	97	97.2	98.8	0	*	99.4	✔		
Writing	99	97	98.6	98.8	0	*	99.4	✔		
Citizenship	99	97	98.0	96.7	0	*	97.0		✔	
Passed All Tests	96	90	95.5	94.6	0	*	96.4	✔		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		PROPOSED STANDARD % EX	PROPOSED STANDARD % SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED ***	PERCENT AT EX	PERCENT AT SAT	EX	SAT	NOT MET
GRADE 3	Reading	25	70	473	29	*	2.0	22.1			✔
	Mathematics	25	70	470	32	*	0.2	21.3			✔
	Social Studies	25	70	468	34	*	0.8	31.5			✔
	Science	25	70	465	37	*	1.0	25.9			✔
GRADE 5	Reading	25	70	377	28	*	1.5	18.5			✔
	Mathematics	25	70	375	30	*	4.0	43.5			✔
	Social Studies	25	70	365	40	*	1.5	26.9			✔
	Science	25	70	372	33	*	1.0	28.4			✔
GRADE 8	Reading	25	70	386	32	*	1.7	14.8			✔
	Mathematics	25	70	388	30	*	2.4	32.5			✔
	Social Studies	25	70	383	35	*	1.7	23.9			✔
	Science	25	70	383	35	*	1.7	20.6			✔

* Fewer Than 20 Students ** Indicates Baseline Year Data

*** Includes Exemptions for Special Education, ESOL, and Second Semester Transfers

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	96	94	95.4	95.4	95.6		✔	
Grades 7-12	96	94	94.1	94.2	93.8			✔

STUDENTS ABSENT	1992 PERCENT	1993 PERCENT
Fewer than 5 days	34.7	35.3
More than 20 days	8.1	9.2

DROPOUT RATE (YEARLY)	STANDARD % EX	STANDARD % SAT	1990** Percent	1992 Percent	1993 Percent	1993 EX	1993 SAT	1993 NOT MET
Grades 9-12	1.25	3.0	5.6	2.5	3.23			✔

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD % EX	STANDARD % SAT	1990** Percent Promoted	1992 Percent Promoted	1993 Percent Promoted	1993 EX	1993 SAT	1993 NOT MET
Grades 1-6	98	96	99.8	100.0	100.0	✔		

HIGH SCHOOL PROGRAM COMPLETION	1991 Percent Completed	1992** Percent Completed	1993 Number Completed	1993 Percent Completed
University of Maryland System Requirements	38.9	45.9	172	51.5
Approved Occupational Program Requirements	22.4	19.8	101	30.2
BOTH - University & Occupational Requirements	0.8	0.3	8	2.4

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** Percent	1993 Number	1993 Percent
Attend a four year college	39.5	126	38.1
Attend a two year college	13.3	38	11.5
Attend a specialized school or pursue specialized training	4.9	8	2.4
Enter employment (related to high school program)	5.2	12	3.6
Enter employment (unrelated to high school program)	11.4	35	10.6
Enter the military	7.4	45	13.6
Enter full-time employment and school	2.8	14	4.2
Enter part-time employment and/or school	9.3	35	10.6
Other and no response	6.2	18	5.4

KEY: EX = Excellent, SAT = Satisfactory, % = Percent

Worcester
SUPPORTING INFORMATION
School Year 1992-1993

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1991-92	1992-93
Pre-Kindergarten	101	98
Kindergarten	422	520
Grades 1 - 6	2,837	2,848
Grades 7 - 12	2,443	2,516
Ungraded Special Education	36	47
Total Enrollment	5,839	6,029

STUDENT MOBILITY	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	641	11.2	573	9.7
Withdrawals	692	12.1	485	8.2

STUDENTS RECEIVING SPECIAL SERVICES

	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	58	1.0	50	0.8
Chapter 1	623	10.7	435	7.2
Free/Reduced Price Meals	1,928	33.0	1,938	32.1
Special Education	519	8.9	561	9.3
Intensity I	42	8.1	44	7.8
Intensity II	229	44.1	217	38.7
Intensity III	166	32.0	209	37.3
Intensity IV	39	7.5	39	7.0
Intensity V	43	8.3	52	9.3

OTHER FACTORS	1992	1993
Wealth per pupil	$416,417	$418,901
Per pupil expenditure	$5,922	$6,104
Instructional staff per 1,000 pupils	67.9	68.0
Professional support staff per 1,000 pupils	11.5	11.4
Instructional assistants per 1,000 pupils	18.3	18.5
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	180	180

First Graders with Kindergarten Experience	1992		1993	
	NUMBER	PERCENT	NUMBER	PERCENT
	526	100.0	426	97.7

NORM-REFERENCED ASSESSMENT - Comprehensive Tests of Basic Skills (CTBS/4)

Census - Grades 3, 5, 8	READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICS TOTAL		
	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile	1992 Median Percentile	1993 Number Taking	1993 Median Percentile
Grade 3	52.8	470	55.0	52.6	461	56.5	58.2	461	60.5
Grade 5	57.2	430	41.5	59.2	429	47.5	53.4	426	45.5
Grade 8	59.3	435	54.0	53.6	434	49.5	56.3	432	52.5

School Improvement Notes

Committees involving teachers, parents, and other community members support the efforts of each of our schools in developing strategies necessary to meet the goals and objectives of the Maryland School Performance Program. Worcester County continues to address challenging academic standards while maintaining school climates that are rich with opportunities for students to grow personally and socially. We met the excellent standard on six of the nine Maryland Functional Tests and the satisfactory standard on the remaining three. In Student Participation and Attainment, we met two of the four standards. More than 80 percent of Worcester's 1993 graduates met University of Maryland system requirements or completed an approved occupational program. We are constructing curricula and have initiated staff development aimed at improving student achievement in the Maryland School Performance Assessment Program (MSPAP).

STATE OF MARYLAND
DISAGGREGATED DATA, DATA-BASED AREAS

School Year 1992-1993

The following data have been disaggregated for the Data-Based Areas included on pages 10 and 11 of this report. Please refer to the introductory section of this report for definitions of the various Data-Based Areas. Data are disaggregated by sex and race/ethnicity if 20 or more students are included in the sex and race/ethnicity categories. If 20 or more students are not included, the data are not disaggregated; they are, however, included in the totals on pages 10 and 11 of this report.

STUDENT PERFORMANCE
ASSESSED STUDENT KNOWLEDGE - PERCENT PASSING

MARYLAND FUNCTIONAL TESTS	STANDARD %		RACE/ETHNICITY AND SEX										ALL RACES	
			American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic			
	Excellent	Satisfactory	M	F	M	F	M	F	M	F	M	F	M	F
GRADE 9 STATUS														
• Reading	97	95	94.7	96.6	98.1	98.5	92.8	96.9	98.4	99.4	95.5	96.9	96.4	98.4
• Mathematics	90	80	58.2	61.0	94.0	93.1	58.3	64.2	88.7	89.6	77.9	79.5	78.0	80.4
• Writing	96	90	89.4	89.7	97.3	98.0	83.4	91.7	95.1	98.0	94.0	95.5	91.2	95.7
• Citizenship	92	85	60.0	72.6	92.2	90.3	71.0	72.3	91.3	90.4	79.2	79.7	83.9	83.7
GRADE 11 STATUS														
• Reading	99	97	97.4	100.0	99.1	99.5	99.1	99.6	99.8	99.8	97.8	98.1	99.5	99.7
• Mathematics	99	97	97.4	93.3	97.8	98.5	89.9	92.0	98.5	98.7	94.0	94.6	95.9	96.5
• Writing	99	97	97.4	97.8	96.9	99.2	96.3	98.6	99.1	99.6	95.5	96.0	98.1	99.2
• Citizenship	99	97	92.1	91.1	94.8	96.2	93.0	93.2	98.4	98.1	87.6	88.7	96.3	96.2
• Passed All Tests	96	90	89.5	86.7	92.5	94.5	84.8	87.3	96.9	96.9	83.1	86.1	92.8	93.5

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP) 1992 RESULTS		STANDARD %		AMERICAN INDIAN/ ALASKAN NATIVE				ASIAN/PACIFIC ISLANDER				AFRICAN AMERICAN				WHITE (not of Hispanic origin)				HISPANIC				ALL RACES			
				M		F		M		F		M		F		M		F		M		F		M		F	
				% AT		% AT		% AT		% AT		% AT		% AT		% AT		% AT		% AT		% AT		% AT		% AT	
		EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
GRADE 3	Reading	25	70	0.0	26.0	3.8	30.4	2.8	38.1	4.9	47.9	0.3	9.7	0.7	16.6	1.8	30.5	3.7	42.0	0.5	19.5	0.9	25.4	1.3	23.8	2.7	33.4
	Mathematics	25	70	2.1	21.6	1.3	25.0	2.8	38.5	3.0	43.9	0.1	7.8	0.1	10.2	1.9	35.1	2.4	38.4	0.3	14.1	1.0	17.2	1.3	26.1	1.6	28.8
	Social Studies	25	70	0.0	28.9	5.0	37.5	2.7	45.7	5.4	52.7	0.2	13.4	0.5	18.5	2.5	38.3	3.8	46.5	0.9	23.2	0.9	25.2	1.7	30.3	2.7	36.9
	Science	25	70	2.1	27.8	1.3	36.3	2.7	40.3	4.7	52.3	0.2	10.8	0.3	16.5	2.0	36.3	3.5	45.9	0.9	18.6	0.7	25.4	1.4	28.0	2.4	35.9
GRADE 5	Reading	25	70	4.8	12.7	1.2	22.2	4.4	32.5	7.5	46.9	0.6	8.9	1.6	16.6	2.7	25.5	5.9	39.1	1.3	17.6	1.0	19.4	2.1	20.3	4.4	31.4
	Mathematics	25	70	7.9	36.5	2.5	37.0	13.2	60.7	12.8	63.7	0.8	18.9	1.0	24.0	8.4	52.2	8.3	54.9	3.1	33.6	1.9	29.6	6.0	41.5	5.8	44.3
	Social Studies	25	70	3.2	25.4	3.7	30.9	6.4	41.6	5.9	48.9	0.5	10.8	0.7	15.8	4.1	37.4	5.8	43.9	0.7	20.6	0.9	21.6	2.9	28.8	4.0	34.2
	Science	25	70	3.2	31.7	0.0	27.2	3.8	47.1	4.0	52.4	0.2	11.2	0.4	14.9	2.9	42.5	3.3	47.0	0.8	25.7	0.7	21.6	2.0	32.4	2.3	35.9
GRADE 8	Reading	25	70	1.9	11.1	3.0	22.4	4.2	38.1	8.2	50.7	0.2	6.1	0.9	15.0	1.8	22.8	3.8	38.0	1.1	14.2	1.4	18.0	1.3	17.9	2.9	30.2
	Mathematics	25	70	1.9	27.8	7.5	32.8	15.1	62.1	13.4	59.3	0.3	9.6	0.5	12.6	6.2	44.4	6.4	46.3	1.6	24.1	2.1	21.3	4.6	33.6	4.5	34.8
	Social Studies	25	70	0.0	25.9	7.5	25.4	5.2	45.7	9.7	50.7	0.2	8.0	0.7	15.5	2.6	30.6	5.2	43.5	0.9	16.7	2.1	20.4	1.9	23.7	3.8	33.7
	Science	25	70	0.0	13.0	1.5	31.3	8.4	49.2	9.7	53.0	0.3	5.5	0.3	10.6	3.1	31.9	5.1	40.1	0.4	14.9	1.5	17.5	2.3	23.8	3.5	30.1

* Fewer Than 20 Students

MARYLAND - DISAGGREGATED DATA, DATA-BASED AREAS - SCHOOL YEAR 1992-1993
Continued

STUDENT PERFORMANCE
STUDENT PARTICIPATION - PERCENT PASSING

	STANDARD %		RACE/ETHNICITY AND SEX										ALL RACES	
			American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic			
	Excellent	Satisfactory	M	F	M	F	M	F	M	F	M	F	M	F
ATTENDANCE RATE (YEARLY)														
• GRADES 1-6	96	94	93.4	93.3	96.6	96.7	93.6	94.0	95.3	95.2	94.4	94.2	94.7	94.8
• GRADES 7-12	96	94	86.9	86.8	95.1	95.3	87.3	87.8	93.1	92.9	90.9	91.1	91.2	91.2
DROPOUT RATE (YEARLY)														
• GRADES 9-12	1.25	3.0	8.23	7.32	2.20	1.27	10.57	8.02	3.97	2.79	5.42	3.98	6.13	4.56

STUDENT ATTAINMENT

	STANDARD %		RACE/ETHNICITY AND SEX										ALL RACES	
			American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic			
PROMOTION RATE	Excellent	Satisfactory	M	F	M	F	M	F	M	F	M	F	M	F
• GRADES 1-6	98	96	98.9	98.7	99.7	99.8	97.8	98.8	99.2	99.6	99.0	99.7	98.8	99.4

SUPPORTING INFORMATION
OTHER FACTORS

NORM-REFERENCED ASSESSMENT COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS/4)		RACE/ETHNICITY AND SEX - (MEDIAN PERCENTILE)										ALL RACES	
		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic			
		M	F	M	F	M	F	M	F	M	F	M	F
Reading Comprehension	GRADE 3	*	*	63.0	56.0	31.0	41.9	59.4	63.6	41.9	48.4	49.0	55.8
	GRADE 5	*	*	60.9	60.4	25.0	32.4	57.9	63.2	32.8	32.9	44.3	51.1
	GRADE 8	*	*	82.6	70.5	34.0	41.2	61.9	69.4	38.8	58.8	51.8	59.8
Language Total	GRADE 3	*	*	53.4	62.2	25.0	36.6	71.0	66.0	34.8	27.9	44.0	53.9
	GRADE 5	*	*	48.7	75.3	27.0	39.5	45.9	56.8	30.0	35.2	43.2	54.5
	GRADE 8	*	*	82.0	72.8	27.6	39.4	51.3	63.2	32.4	60.5	42.0	54.9
Mathematics Total	GRADE 3	*	*	64.8	67.3	23.2	30.1	59.1	60.4	55.3	37.0	46.4	49.1
	GRADE 5	*	*	71.0	71.9	27.8	35.8	53.9	63.7	30.8	38.3	46.7	52.9
	GRADE 8	*	*	94.6	81.5	24.2	32.7	59.5	61.9	32.2	46.1	47.0	50.9

Summary

The *Maryland School Performance Report, 1993- State and System Level*, is Maryland's fourth outcome-based accountability and school improvement publication that lists data-based areas and standards.

This report should be used as a global view of each school system and the State. Information contained in the report will be used to make instructional improvement decisions, to improve performance, and to measure improvement from year to year.

We see the publication of this report as another step toward implementing Maryland School Performance and further advancing Maryland toward high quality education for all of its children.

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